The Library Binder

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Dudley A. Weiss, Executive Director & General Counsel
Melvin B. Summerfield, Public Relations Director

About the Cover

Kenneth Franklin Kister, Assistant Professor of Library Science at Simmons College, lectures to students in the classroom.

This issue of the Library Binder is the first issue in which the article "What Is a Library School?" appears. This will be a regular feature of the Library Binder, and each issue will focus on one particular school in the United States which we feel has something unique to offer library students.

Since our executive offices are located in Boston, we felt it appropriate to begin this series with the Simmons College School of Library Science. Additional questions about the School may be addressed to Professor Galvin at the College.

THE LIBRARY BINDER is the official publication of the Library Binding Institute and is published semi-annually.

Membership in the Library Binding Institute is open to any qualified library binder interested in promoting and maintaining the highest standards in binding technique. Information concerning certified, associate and institutional membership available on request.

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A PROMISING DECADE FOR EDUCATION

Reprinted from Business In Brief, October 1968, by permission of the Chase Manhattan Bank

American education could be entering one of the most significant decades of progress in its history. That prognosis may appear astonishing in today's atmosphere of unruly students, striking teachers and deep divisions over the teaching of the "three R's." But very important indicators seem to be pointing in that direction.

For example, the nation's unfolding demographic picture will be turning sharply in favor of school systems throughout the land in the next few years. After two decades of staggering increases, enrollments in educational institutions will be leveling off. Educators will be able to abandon their preoccupation with sheer numbers of students and turn increasingly to development of individual talents.

This turnabout is a natural aftermath of patterns of population growth over recent decades. Following World War II, there was a sharp upsurge in marriages and births. Enrollments in elementary schools throughout the country began to surge shortly afterward. Whereas 21 million youngsters had been enrolled in kindergarten through grades 8 in public and private schools in 1948, the number by 1958 exceeded 30 million, a 43% increase. For secondary schools over this 10 year period enrollments went from 6 million to 9 million, 50% rise. College enrollments meanwhile showed a relatively modest rise, echoing the pinch in birth rates that had occurred in the 1930's.

The upward trend in enrollments has continued. Elementary levels added another 7 million students during 1958-68, and high schools 5 million. By the mid-1960's colleges were experiencing the pressures that elementary and high schools had begun to encounter in the 1950's. Colleges during 1958-68 added 4 million students, increasing their enrollments by 118%.

Problems of meeting the enrollment increase were compounded by a construction backlog created first by the Depression and then by World War II strictures on building. When the war ended, educational plant was inadequate for existing student bodies let alone any increase in numbers.

Educational expenditures by institutions mushroomed. In 1948, total expenditures by private and public schools came to $7 billion; by 1958 the total had risen beyond $25 billion; for calendar 1968 it is estimated at $56 billion. The rise was nearly 3 times as fast as growth in economic output.

Because of the sudden rise in educational loads severe imbalance emerged between what was being asked of the schools and what they could provide—particularly in the 1950's. Enrollments were growing faster than classrooms and teachers could be secured. Inflationary pressures sent school costs up more sharply than price increases in the economy as a whole.

The resources committed to education in the U. S. rose very sharply. The number of classroom teachers on the elementary and secondary level rose from fewer than 1 million in 1948 to an estimated 2.1 million currently. Well over a million new classrooms were built during this period.

By the late 1950's births had peaked. Recently they have been declining. These changes mean reduced school enrollment gains and possibly enrollment declines on some levels. Compared with the 9 million rise in students on the elementary level during 1948-58, and another 7 million increase between 1958 and 1968, the gain over the decade ahead is estimated at less than 1 million. High schools are expected to add only 2 million students compared with 5 million over the past decade. Serious enrollment pressures are expected to persist on the higher education level, where 4 million students may be added by 1978. But even that increase is far smaller in relative terms than the rise over the last 10 year period—49% compared with 118%.

It must be emphasized that rising enrollments did not create all of education's hardships over the postwar period. And a simple leveling in the upward trend of enrollments will not be an educational panacea. Debate over curriculum and teaching techniques would have occurred in any case. And it is likely to continue. Reduced enrollment pressures will, however, afford educators increased time and resources to resolve such issues while relieving other pressing shortcomings of their institutions.

The beneficial fallout that leveling enrollments might have can be illustrated from recent experiences with school capital outlays. Of the roughly 350,000 public elementary and secondary classrooms constructed during the 1962-67 period, nearly half were required to meet expanding enrollments. The remainder were built to replace outmoded facilities, to relieve crowding, to meet needs created by population shifts and other factors. With lower expansion needs in the future, capital budgets can concentrate more intensively on improving substandard or marginal facilities. Sophisticated—and costly—educational aids now under development can also receive a growing share of school budgets. The result almost certainly must be better educational quality in the U. S.

Meanwhile, the pool of potential resources that educational institutions can draw upon to meet their needs will be expanding. Rising college enrollments, while increasing the demand for education's services, also increase the prospective supply of educational resources, as graduating students become available for teaching positions. Also of major significance, there will be available a rapidly growing body of improved educational techniques, the product of vastly enlarged educational research of recent years.

Washington, too, will be giving education an important uplift over the decade ahead. As recently as 1964, when there were 37 authorized programs of federal education aids to state and local governments, grants in aid under this heading fell short of $700 million. Currently there are over 80 grant in aid programs, and education grants to state and local governments alone are expected to be around $2.5 billion for 1968. Additional funds will go to students and institutions. Many of the grants are aimed at education's most pressing problem areas, where significant progress could be realized.

Possibly the most far reaching piece of legislation in this field in recent years was the "Elementary and Secondary Education Act of 1965." Under it, Washington for the first time enunciated a very ambitious involvement in

education below the college level. It focuses on areas of intensive need.

Title I contains the Act's most prominent features. It authorizes federal financial assistance to local public education agencies serving areas with concentrations of children from low income families. Grants in aid under this Title are expected to exceed $1.1 billion this year. Under other provisions of the Act, additional grants will be made for educational services and physical facilities.

Federal financial aid for education also is being given under the National Defense Education Act of 1958; the Higher Education Act of 1965; the Higher Education Facilities Act of 1963 and other authorizations. And numerous programs of education for the disadvantaged are being administered by the Office of Economic Opportunity.

Stepped-up federal aid has raised sensitive questions of federal control and of church-state relationships. On balance, however, it has been welcomed by educators and by hard-pressed local tax authorities.

It is important to recognize in looking ahead, however, that federal financial support represents a relatively small proportion of education's current budget. Of the $56 billion educational institutions now spend, only 14% is from grants in aid and other federal sources. Even if existing aid programs are liberally expanded, Washington will remain a minor financial partner in the nation's educational establishment.

It is difficult to predict just how rapidly educational outlays will rise in the decade ahead. In part, the increase will depend on taxpayers' willingness to support better schooling, and on how many other worthy endeavors they will be asked to support. An increase of 50% in real terms would not be surprising—allowing for the continued rapid rise in college enrollments and significant program improvement at all levels. It would lift outlays to $80 billion in 1978 (in 1968 prices).

Financing needs on that scale are certain to inject a somber tone into any discussion of education's future—formal learning, they indicate, will remain a costly undertaking. But if satisfactory economic growth can be sustained over the decade, the enlargement and improvement of education in the U. S. can be secured from increasing abundance. Even allowing for a 50% rise, educational outlays would be taking no larger a proportion of the nation's real gross national product than in 1968. And if ways are found to improve education's quality at all levels without corresponding increases in expenditures—that is, by increased productivity in educational institutions—the rise in outlays could be significantly lower, leading to a decline in education's claim on the GNP. If no increase is needed in the level of outlays per student, total expenditures could rise by as little as $10 billion in real terms, only 18%.

Whatever the overall rate of gain, the sharpest increases are certain to occur in outlays for higher education. And these rising requirements could prove to be particularly burdensome for private institutions of higher learning, which rely overwhelmingly on private sources of funds.

Because financial pressures are expected to be more narrowly focused in the decade ahead, controversies over educational financing are also likely to revolve around higher education. Although rising costs of education throughout the postwar period have produced occasional rejection of bond issues and other forms of restrained opposition, there was little real doubt taxpayers would bear the major burdens of increased outlays for elementary and secondary education. Since parents are legally compelled to send children to school through age 16 or longer, there is no practical alternative to public support of elementary and secondary schools.

The case for having taxpayers bear the full cost of higher education is not so strong. College attendance is not mandated. Furthermore, college graduates find that education pays off handsomely when they move into business or the professions. They earn, on the average, nearly 50% more than those possessing only a high school diploma. Thus, it may be argued that college education is a personal investment, and that its costs should be borne by individuals who almost invariably benefit from advanced schooling.

But that simple argument would lose far more supporters than it could possibly gain for legislators and other public office holders. Even middle class parents frequently are poorly prepared to bear the full financial burden that the education of one or more children entails. Also, there is strong sentiment in this country that lack of money should not be a barrier to the education of able young people.

Even more important, studies have established that education and advances in knowledge are vital ingredients of economic growth, hence, that learning benefits not only students, but also the community at large, which shares in the fruits of an expanding economy. An unwillingness to provide the financial support higher education needs would almost certainly damage the nation's growth prospects.

For the future, alternative approaches to financing higher education will remain subjects for lively debate. But a significant increase in the public's share of that financing is an almost certain outcome.

A crucial factor in establishing that share—and the rise in educational outlays as a whole—over the decade ahead will be the payoff from intensive programs of educational research now underway. A decade ago research in education was confined to modest efforts supported largely by foundation grants. Now it gets widespread financial support. Governments and private institutions have expanded their educational research. Combined research spending by these groups now is well over $100 million annually. In addition, private business firms—computer makers and publishers particularly—are deeply involved in educational research. As a result, very important insights are being gained into the teaching and learning processes. And important gains in educational productivity could be the result. Evidence of progress is already available.

Instructional television is a fairly well established teaching device. Computer assisted instruction is expected to become increasingly common over the coming decade. Programmed learning techniques are being incorporated increasingly into text books. By using a programmed text, by itself or in combination with a specialized piece of hardware, students can progress at their own sped through a prescribed learning routine, calling on the teacher only when difficulties are encountered.

The prospect of rising productivity in learning coming at a time when overall institutional work loads are leveling out raises the promise of very substantial improvements in educational quality in the U. S. How close reality comes to the promise will depend heavily on educators themselves in the decade ahead.

THE LIBRARY BINDER is sent without charge to Librarians, Trustees, Members of Library Associations and others interested in the Administration of Library Systems. Those not now receiving it may be placed on the mailing list by writing on a postcard to:

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From the President's Desk

"WHAT IS THE MEANING OF CERTIFICATION?"

By William S. Reynolds, President, Library Binding Institute

By and large, most American librarians prefer to have their library binding done by Certified Library Binders. For most of their requirements they specify "LBI Standard Library Binding." They then are assured that the volumes will be complete, durable (tests indicate one hundred or more circulations or uses for LBI Standard volumes) and attractive.

For a librarian following this procedure the purchase of library binding is reduced to a simple routine, coupled with the knowledge that he is maintaining his collection for reader usability, efficiently and economically.

For a Certified Library Binder, Certification is much more involved. Built into the concept of Certification is the basic objective of protection for libraries, an objective which begins with an application for Certification and continues after Certification.

Any commercial library binder is eligible to become Certified if he satisfies the following qualifications:

- Demonstrates the capacity of his plant to produce LBI Standard Library Binding. This is determined by 1) examination of samples of both finished volumes and those in process, examination of materials used, 2) by a plant inspection by an LBI inspector making the same type of thorough investigation of each process that is used on the Quality Control Program, 3) has a permanent work force of at least 90% of his help (except for summer help).
- Is a responsible businessman. This is determined by requiring references from six librarians for whom the binder has recently done work and satisfactory bank references.
- Undertakes to comply with a number of permanent commitments, the observance of which are a condition of his Certification.

The commitments are the heart of certification and the fundamental reason why librarians can rely on Certified Library Binders. They are so much a part of our method of doing business that we too frequently accept them, take them for granted and think no more about it. Yet they are very important for they establish the framework within which Certified Library Binders do business. Briefly these are their continuing obligations:

First: Every Certified Library Binder must give a Warranty that the binding covered by any specific invoice is LBI Standard unless he specifically notes the contrary on the invoice. The reason for this is obvious: Every library is entitled to get what it orders. Certified Library Binders offer various kinds of binding, determined by their customers. Certification requires them to live up to their contracts with their customers. The Warranty is the most effective way of assuring that this is done.

Second: Every Certified Library Binder is required to subscribe to and observe the Trade Practice Regulation for the Library Binding Industry, issued by the Federal Trade Commission in proceedings initiated by LBI. This is a set of rules which establish high ethical standards for relations between library binders and libraries, and among library binders. Specific rules outlaw misrepresentation, and other deceptive acts or practices.

LBI has a Trade Practice Committee to which any violations may be reported. In addition to any remedies a library may have by law for violation of these rules, a binder may be decertified if, after a hearing, he has been found to violate the rules.

Library Binders enjoy a close relationship with their customers. It must be founded upon high principles and responsibility. These rules are legislative and definitive in that they spell out the scope of that responsibility.

Third: Quality control is one of the most difficult problems in any industry. To assure an industry-wide control system, LBI adopted a program whereby every Certified Library Binder is periodically inspected by an Inspector who is knowledgeable in all phases of library binding. We believe we are the only industry which sells to libraries which has such a program. Derivations from quality norms are reported to LBI and a follow-up procedure provides for their correction.

Fourth: Protection of a customer's property is an important responsibility of any businessman. Every Certified Library Binder is required to carry insurance adequate for this purpose. "Adequate" was defined by librarians and library binders to be:

An insurance contract which provides for "all-risk" coverage—

Limit of liability for any volume lost or destroyed shall be a sum equivalent to five (5) times the selling price of the binding for such volume—

The maximum value of any single volume shall be Twenty-Five ($25.00) Dollars—

"Where a customer places a value on any single volume in excess of Twenty-Five ($25.00) Dollars, it shall be the responsibility of the customer to notify the Certified Library Binder, in writing, stating the value and the amount of insurance coverage desired, and he shall thereupon obtain the coverage as requested—

As President of LBI, I, personally, am proud of our industry and its sense of responsibility to the library profession we serve.

MOTTER SCHOLARSHIP AWARDED

The Department of Education at Oklahoma State University has announced the award of its $1,000 Robert T. Motter Library Science Scholarship to Miss Alberta E. Husmann of El Reno, Oklahoma.

Miss Husmann is a major in library science who expects to complete the bachelor's degree at Oklahoma State University, qualifying for certification in school librarianship in Oklahoma. She will then be eligible to serve as a school librarian at either the elementary or secondary level, and also will have completed the prerequisite for entrance into a graduate library science program.

Miss Husmann is a transfer student from El Reno Junior College where she served in the library for two years. She was an honor graduate of El Reno High School and maintained a 4.0 average at El Reno College.

The Motter Scholarship was established last spring by the family of the late Robert T. Motter, Muskogee bookbinder, who was a friend of libraries and librarians over a period of many years.

6500 YEARS OF CHANGE PRODUCED THE BOOK OF TODAY

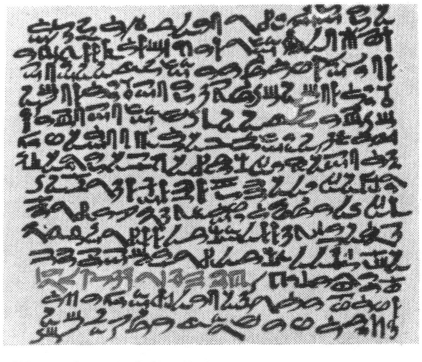
Continued from June, 1968 issue

By MELVIN B. SUMMERFIELD

About 100 years ago, in upper Egypt, the French explorer, Prisse d' Avennes, discovered an ancient papyrus containing a manuscript done in Hieratic writing which is the oldest found to date. It has become known as the Prisse Papyrus, and aside from its paleographical importance, it has a peculiar interest because of the importance of its text.

The Egyptians were not content with developing the most important system of hieroglyphics that perhaps has ever been evolved. Very early they saw the importance of developing a script which could be written rapidly. As in other civilizations it was an evolution in the art of writing to save time and effort in transcribing words into a physical form of communication. The earliest example of a form of script is shown in the Hieratic of the Egyptian Priests. The period in which it was developed is uncertain but the earliest example we have dates from about the time of the building of the pyramids. However, it was so well developed even at that time, that it is believed to have been no new thing.

The Prisse Papyrus was written at a time we consider the dawn of history, yet it records the musing of an old man who bemoans the fact that "times are not what they were." The author looks back at a golden age and contrasts it with the degeneration of modern times. Thus the oldest book in the world (circa. 2500 B.C.) appears to be a prototype of book after book in each succeeding generation which glorifies the past and belittles the present.



Hieratic Writing:
The Prisse Papyrus (circa. B.C. 2500)
Bibliotheque Nationale, Paris

It is believed by many students that Hieratic writing was the parent script from which the Phoenician alphabet was developed. It appears to be in its clearest sense an abbreviated form of Hieroglyphic. It uses exactly the same system of phonetics, idiograms and determinatives of hieroglyphics proper, but substitutes abbreviated scrawls for finished pictures. It was reserved for the professional scribe and disappeared at the same time hieroglyphics disappeared. Demotic script, or later Egyptian writing, obviously was developed from the Hieratic but not until after Egypt was invaded and conquered by the Persians.

One of the most curious examples of economy of material is illustrated in the figure of the god Nebo, which forms part of the Ninevah collection at the British Museum. Here the skirt of the robe of a figure is used as a medium for a long inscription. Although artistically it can't claim the distinction of being comparable to the bas-relief masterpieces of Assyrian art, it is important because its text is of a religious nature identifying the figure with the precepts it represents, much as we inscribe quotations on our statues of today.

Nebo, a god of the Assyrians, was patron deity of science and literature, inventor of cuneiform writing and chief god of the early Babylonians. From the inscription we learn that the statue was made by Bel-tarsi-Iluma, governor of Calah, and was dedicated to the god for the purpose of insuring long life to King Rammanu–nirari III, who lived from 812-783 B.C. The text ends with the words, "O thou who shalt come after, put thy trust in Nebo, and put not thy trust in any other god."

Baked clay cylinders were popular media for recording royal deeds. Such an example is the Cylinder of Sennacherib, who ruled Assyria from 705 B.C.

Sennacherib, it will be recalled, was the particular Assyrian that came down like a wolf on the fold, as recorded in Byron's stirring lines. The results of that onslaught, as every reader of the poem, or of the Bible narrative on which it is founded, will recall, were most disastrous.

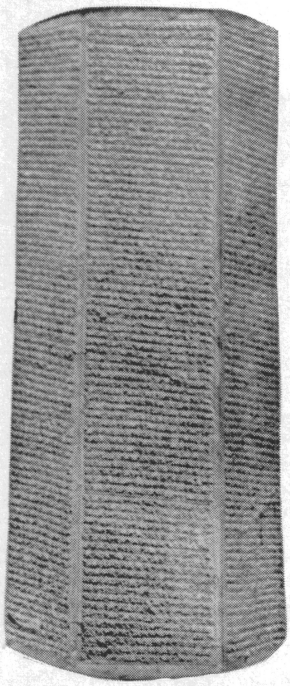
The God, Nebo
British Museum

As paraphrased by Byron, the Hebrew account tells of an appalling destruction of the hosts of the invader. It is not the foes of Sennacherib, but his own warriors who are referred to when we are told that:

"Like the leaves of the forest when
Summer is green,
That host with their banners at
sunset were seen;
Like the leaves of the forest when
Autumn hath blown,
That host on the morrow lay wither'd and strown.
For the Angel of Death spread his
wings on the blast,
And breathed in the face of the foe
as he pass'd;
And the eyes of the sleepers waxed
deadly and chill,
And their hearts but once heav'd,
and for ever grew still!
And the widows of Asshur are loud
in their wail,
And the idols are broke in the
temple of Baal;
And the might of the Gentile, un-

smote by the sword,
Hath melted like snow in the glance
of the Lord!"

It is hardly necessary to state that no such record as this is to be found on the cylinder. The Oriental scribe rarely made the mistake of putting details of unfortunate expeditions on record. Doubtless, Sennacherib once invaded western Asia unsuccessfully, and quite likely a plague may have decimated his hosts, but that particular invasion is not likely to furnish a favorable theme.



Cylinder of Sennacherib, King of Assyria B.C. 705-681
British Museum

An invasion of Palestine is, indeed, recorded on the present cylinder, but it is an invasion with very different results. Listen to the official account of the conquest of Jerusalem furnished by this cylinder of Sennacherib, as translated by Dr. Budge. The scribe reports the king as speaking in the first person:

"I drew nigh to Ekron and I slew the governors and princes who had transgressed, and I hung upon poles round about the city their dead bodies; the people of the city who had done wickedly and had committed offences I counted as spoil, but those who had not done these things I pardoned. I brought their kind, Padi, forth from Jerusalem and I established him upon the throne of dominion over them, and I laid tribute upon him.

"I then besieged Hezekiah of Judah who had not submitted to my yoke, and I captured forty-six of his strong cities and fortresses and innumerable small cities which were round about them, with the battering of rams and the assault of engines, and the attack of foot soldiers, and by mines and breaches (made in the walls). I brought out therefrom two hundred thousand and one hundred and fifty people, both small and great, male and female, and horses, and mules, and asses, and camels and oxen, and innumerable sheep I counted as spoil. (Hezekiah) himself, like a caged bird, I shut up within Jerusalem his royal city. I threw up mounds against him, and I took vengeance upon any man who came forth from his city. His cities which I had captured I took from him and gave to Mitinti, king of Ashdod, and Padi, king of Ekron, and Silli-bel, king of Gaza, and I reduced his land. I added to their former yearly tribute, and increased the gifts which they paid unto me. The fear of the majesty of my sovereignty overwhelmed Hezekiah, and the Urbi and his trusty warriors, whom he had brought into his royal city of Jerusalem to protect it, deserted. And he despatched after me his messenger to my royal city Nineveh to pay tribute and to make submission with thirty talents of gold, eight hundred talents of silver, precious stones, eye-paint . . . ivory couches and thrones, hides and tusks, precious woods, and divers objects, a heavy treasure, together with his daughters, and the women of his palace, and male and female musicians."

The value of contemporary documents as records may be overestimated, for it is possible to pervert, exaggerate, or understate the facts even in the day of their transpiring; but in any event the contemporary document has obvious advantage over documents of subsequent generations, which can be nothing more than copies variously distorted of earlier records.

To this extent history is recorded on a book of clay. Scholars, putting together the pieces of the puzzle, reconstruct what we must assume to be the true facts. The Stele of Sakkara (A.D. 482) prompts us to speculate how some imaginative person came to evolve an alphabet. Whatever, the source, the inventor had to select relatively few characters to form into syllables to make it a convenient method of communication.

The exact way in which this came to be done will doubtless always be mere matter for conjecture. The essential thing is that it was done, and that now, after some thousands of years of culture, it became possible for the first time to put the art of writing within the reach of the masses of the people. That was a metamorphosis the importance of which cannot well be over-estimated. Not that

Stele of Sakkara, B.C. 482
Berlin Konigl Museum

the masses of people at once took up with the invention and learned to read and write; this culmination was scarcely reached before our own day. But the potentialities of this widespread diffusion of knowledge were present in the first Semitic alphabet, only awaiting development with the slow process of time. Imagination finds it difficult to conceive the vault in the progress of our race that the development of this alphabet implied, but some inkling of it will be suggested if one contrasts the rudiments of alphabetic writing with the rudiments of the writing of the Egyptians as restored to us by scholars.

The alphabet, attempting a final analysis of speech sounds, presents us with about twenty-five symbols which can be mastered in a few weeks by any ordinary child; whereas to read the Egyptian writing one must memorize some hundreds of signs as a beginning.

Fancy introducing a child to a primer where the equivalents of the A B C's number three hundred and forty. Yet this is really only a beginning with the Egyptian system, which first and last employed about four thousand different signs to do the work of twenty-five.

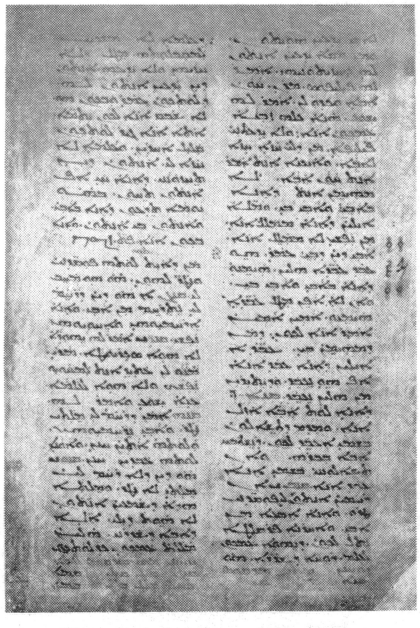
All the complexities of syllables and determinatives were done away with at a blow in the Semitic alphabet. A trace of the syllabic influence remained, to be sure, in the fact that the vowels were neglected in the new alphabet as they are to this day in all Semitic alphabets, but the stupendous fact remains that now, for the first time, an unencumbered alpha-

bet was at hand of so simple a character that any ordinary mind could grasp its import and master its use.

So convenient and simple a vehicle of expression once acquired, it was not surprising that other peoples took it up, notably that new nation just coming out of barbarism in the West—the Greek. Old conservative nations like the Assyrians and Babylonians, and the Egyptians themselves, quite naturally refused to change. No newfangled notions for them; the old tried system was good enough! And so, as the excavations at Ninevah and Babylon have revealed, the Mesopotamians went on writing their books in the cumbersome cuneiform for centuries after the way had been opened to better things; much as we English-speaking people today hold to an absurd system *of spelling,* needlessly taxing our memories, in obedience to the power of tradition. One can imagine a Phoenician scholar visiting the library of Ashur-bani-pal, to suggest the giving up of all that cumbersome business of arrow-heads; and the calm disdain with which the librarian would point out to him that to do what he suggests would be to trample upon the sacred traditions of scholarship.

Nevertheless, a new method did make its way into the land of the Phoenicians as this Stele of Sakkara indicates. Among these people of commerce the Aramean was simpler and more conservative than the old cuneiform and served a more useful purpose. As a result it supplanted the Phoenician.

One of the first examples of a vellum manuscript taking the form of our modern book was a translation of the New Testament according to the Peshitta version written in a fine Estrangela.



New Testament (circa A.D. 768) Nestorian MS, Paleographical Society

It is about $8\frac{1}{2}$" x $5\frac{7}{8}$", has 197 leaves, two columns to a page. It was done about A.D. 768 at the Convent of Mar Sebar-Isho. The plate represents f.92b containing St. John's Gospel, chapter XIV, 7-25. The verses shown, when translated into English, compare almost word for word with the English Authorized Version with the exception of a few contractions.

It was only natural that excerpts from the Bible were to be the main source of material for the development of our modern book. It not only satisfied the spiritual demands of man but provided the opportunity for artistic expression and practice in an art that for long periods in every civilization was the privilege and property of exclusive groups.

A LIBRARY ADMINISTRATOR SPEAKS OUT ON BINDING

By FRANKLIN P. TAPLIN

One of the major responsibilities of a public library administrator is to get the greatest value out of every dollar in his book budget. Of course, one way to accomplish this is to purchase books at the most favorable discounts consistent with prompt and efficient service from the vendors.

Another important way in which the administrator can stretch his book budget over the long haul is to purchase prebound books, particularly in the case of new juvenile titles and other titles which are most likely to get frequent and hard use from readers. By purchasing prebound books instead of books in publishers' bindings, the library will achieve maximum reader use per volume amounting to one hundred circulations on the average in contrast to twenty-five or thirty circulations of a volume in a publisher's binding. In comparing the two types of bindings, it must be emphasized that the prebound book should be bound in strict adherence to the Library Binding Institute standards if the book is to deliver an average of one hundred circulations at a minimal unit cost.

To be sure, the original cost of a prebound book is slightly higher than the same title in a publisher's binding. However, the library's cost for the life of the book is actually much less due to the fact that the prebound volume will not have to be rebound, as it will most likely outlast the pages of the book itself; while the volume in a publisher's binding will in all probability require rebinding after twenty-seven or thirty circulations. From an economic viewpoint it only makes good sense to buy the book prebound in the first place, purchasing it from a certified library binder and specifying that the binding be entirely in accordance with L.B.I. specifications.

A library binder with certified membership in the Library Binding Institute has the responsibility to prebind or rebind books according to the rigid L.B.I. standards and American Library Association requirements. These specifications include oversewing of each section to provide greater strength, reinforcing folded and gathered signatures, rounding and backing of the spine to preserve the shape of the book, and binding the book in durable buckram cloth over heavy-scale binder's

continued on page 19

Franklin P. Taplin, Head Librarian of the Westfield Athenaeum. A graduate of Boston University and Simmons College School Library Science, he has served as Assistant at the Newton Free Library (1952-1954); Reference Assistant at the Springfield City Library (1954-1958); Assistant Librarian at the Waltham Public Library (1959); Librarian of the Holyoke Public Library (1959-1962); and Director of the Western Massachusetts Regional Library System (1962-1967). He is a former president of the Massachusetts Library Association.

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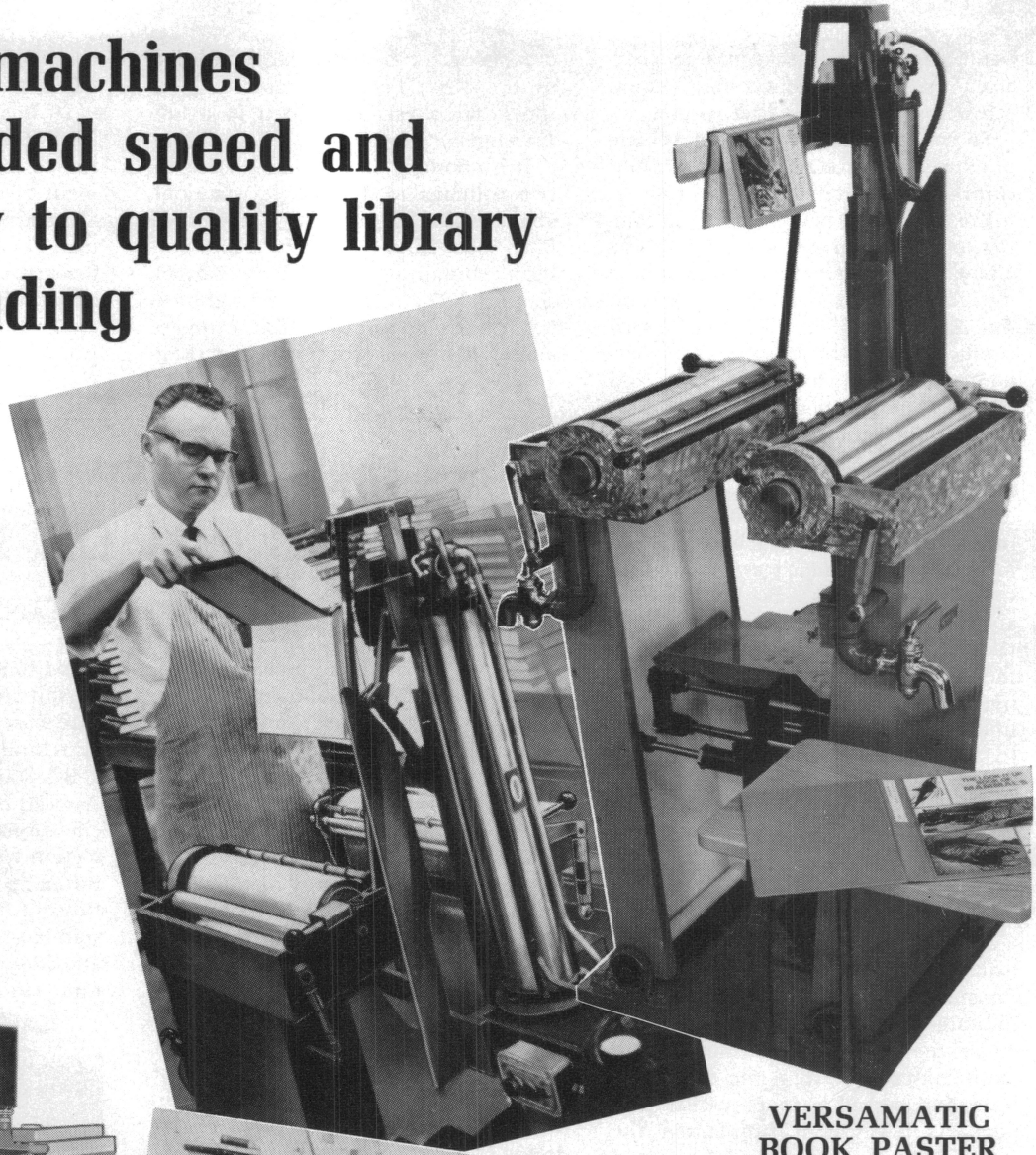

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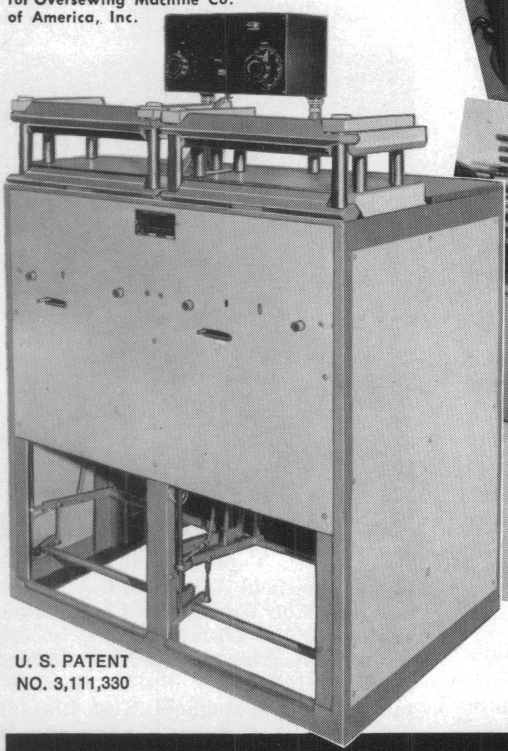

U. S. PATENT NO. 3,111,330

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THE LIBRARY BINDING MARKET

Dudley A. Weiss, Executive Director and General Counsel, Library Binding Institute

Very few accurate statistics are available as to the library binding market. The Library Binding Institute has made a number of studies recently, seeking to determine data relative to the industry helpful to binders, suppliers and customers. A summary is as follows:

1. *Distribution Pattern of Kinds of Binding Done By Certified Library Binders.*

This survey was intended to indicate the scope of services Certified Library Binders can offer their customers. All Certified Library Binders do library binding (i.e. binding conforming to the LBI Standard).

Type of Binding	*Per Cent of LBI Members*
LBI Standard—Rebinding	100%
LBI Standard—Prebinding	52%
Textbook rebinding	83%
Edition or trade binding	33%
Storage binding	50%
Paperbacks (hard-cover binding)	61%
Blank book binding	25%
Rare books	50%
Fine binding	38%
Bibles	55%
Music	61%
Law books	77%
Newspapers	69%
Theses	80%

This distribution is based on a survey in which there were 36 replies out of a possible 55, but the 36 account for about 80% of industry sales.

2. *Distribution of Sales By Type of Library Customer*

The following table indicates the industry average of sales by kinds of library customers. It should be noted, however, that individual binders vary in their own distribution of sales, some with high concentrations of sales in one type of library and low in another.

	Industry Average
Public Library	16.50%
Schools (El., Jr. H. & H.)	23.00%
Junior College	.02%
Colleges & Universities	43.40%
Federal government	4.95%
Industrial	6.20%
Hospitals	1.50%
Churches	.71%
Other	3.72%

3. *Distribution Pattern of Sales By Type of Volume*

Although many different kinds of volumes are bound, here again there is a wide variation among different binders and as to the kind of volume bound. Furthermore, there has been a change in the distribution pattern in the last few years. The results of a survey in 1963, repeated in 1967, compare as follows:

	Industry Average	
	1967	*1963*
Ordinary library volumes	30%	44%
Reference volumes	7%	3%
Periodicals	47%	38%
Textbooks	5%	9%
Paperbacks (rebinding)	1%	——
Prelibrary binding (binding only)	5%	2%
Other	5%	4%

4. *Sales of Library Binding Compared With Expenditures By Educational Institutions*

We have no accurate figures for total sales of library binding in the United States. We do have fairly accurate figures for LBI members' sales. It appears from the following table that LBI members' sales have increased at a greater rate than expenditures for All Educational Institutions. In order to have accurate comparisons, they were reduced to 1966 dollars.

LBI MEMBERS' SALES COMPARED WITH EXPENDITURES BY EDUCATIONAL INSTITUTIONS (IN 1966 DOLLARS)

Expenditures All Educational Institutions (El. & Sec., Public & non-Public, Higher Educ.)[1]

	Billions	*Index*
1956-57	$23.3*	100
1966-67	48.5	208
1967-68(P)	50.9	218
1968-69	53.2	228
1969-70	54.9	236
1970-71	57.2	245
1974-75	65.9	283
1976-77	70.2	301

LBI Members' Sales [2]

	Millions	*Index*
1956	$ 7.79*	100
1966	21.2	272
1967	24.4	313
1968 P	28.1	364
1969	32.5	416
1970	37.4	480

There are no recent statistics on prices of library binding comparable to those charged for books. The last survey (in 1964) indicated that in recent years prices for library binding had increased at about half the increase in book prices and less than half of the increases in periodicals. A survey is now in progress to up-date that survey and the data will be published early in 1969.

* Adjusted for 1966 dollars.

[1] Projections of Educational Statistics to 1976-77 (1967 Edition), Dept. of HEW Table 34, pp. 75-76.

[2] LBI Statistics (unpublished).

P Projected.

CHANGE IN OWNERSHIP AT AMERICAN BINDERY

Controlling interest in American Bindery, Inc., 914 Jefferson Street, Topeka, Kansas, has been purchased by Richard A. Crawford, formerly of Owatonna, Minnesota, from Mr. & Mrs. Kenneth I. Jones.

The American Bindery, now in its 20th year, binds books for large libraries, including the Chicago and Dallas Public Libraries, and for school libraries in a 15-state area.

Mr. and Mrs. Jones, who founded the bindery, will remain with Crawford in an advisory position "during the transition period" and will continue to make their home at Pomona Lake, but they have no definite future business plans.

Crawford, 37, was formerly with Josten's, Inc., parent company of American Yearbook Co. of Topeka. He last served as Vice President for Corporate Development, and prior to that he was secretary and treasurer of Josten's. Crawford's education includes a master's degree in management from Indiana University School of Business and a bachelor's degree in business administration from Mankato State College. He was with Westinghouse Corporation before joining Josten's in 1962.

American Bindery has 110 employees and is located in a 25,000-square-foot building which was constructed following the destruction of the old building during the 1966 tornado. Sales last year amounted to $865,000.

LIBRARY SERVICE TO THE INNER CITY

The cities and the problems related thereto, significantly education and unemployment, are among the most frequently discussed topics in our society. It is, therefore, fitting and timely that we should explore just how some of these problems are being solved through the help of dedicated librarians and the imaginative, experimental programs which they are establishing to help the disadvantaged.

The three sections which comprise this article have been reprinted from the Missouri Library Association Library Quarterly, June, 1968, by permission of the editor, Mr. John Gordon Burke.

FEDERAL AID AND LIBRARY SERVICE TO THE DISADVANTAGED

By CHARLES O'HALLORAN

Libraries are like Churches! says the cynic. The cynic starts with the monumental building, snickers at the silence, points to the tomes filled with antique knowledge, compares the cataloger measuring centimeters with the theologians counting angels on the heads of pins, and concludes by pointing to the increasingly larger numbers of unchurched (or un-libraried) whose lives, values, interests, and attitudes cry out to both institutions: "Who needs you!"

"Libraries are like Churches!" says the avid user of libraries. The friendly user counters by seeing a real parallel between the problems being faced by the churches today and those of the library. He recalls a day not too long ago when the atmosphere within the church was serene; ancient theological truths were still held; tradition and practice changed slowly, if at all; and truth had been established and could be found in many splendid statements of doctrine. Today he sees the church in convulsion: laymen and clergy alike cry out for change; experimental programs which seem a far cry from the fundamentalism of just a few years ago are commonplace; traditions long honored and followed are not only challenged but abandoned, no longer by the rebels but by the respectable leadership. Today it is not shocking to hear of dances for teenagers in dimly lit basements of churches; bishops today can reject ancient theological teachings as "excess baggage": hippies and homosexuals have their own church services; nuns leave the convent, priests marry; ecumenical movements ignore issues over which earlier generations have shed blood; and churchmen admit their essential irrelevance to many.

So it is, say friend and foe alike, with libraries today. If they are not yet in the state of turmoil and confusion besetting the churches, they should be.

Sometime ago I talked with a librarian who was about to retire. She had spent her lifetime working in the reference department of a fine old library. She had known the days of the depression when her salary was never certain and she had presided over the creation and growth of meticulously detailed indexes and sources of information. Book selection to her had meant just that: careful, dedicated searches for books and materials which would not only build the library but would be the "best." And now she was leaving; and she was glad. She was glad because she felt that it was all changing. The patrons whom she had served had all gone, for they either had died or both they and their children had moved to the suburbs to be served by another library, a library which partly because of its youth did not maintain the high standards of the old library. And the new population? A minority group, illiterate, or if not, certainly indifferent to the traditions of the old library. She was leaving, and she was glad because the world she had known was itself gone.

An old timer in the clergy might well share these sentiments, especially when his sincere sentiments of brotherly-love cannot overcome his resistance to proposals for fundamental change within his church.

We all know or know about what the Churches have done when confronted with the necessity for change; the items so superficially suggested above are a part of the process which they are engaged in. If Christianity is to be relevant to the masses of real people, probably many of the niceties, the ritualistic pieties, the theological subtleties of the past must yield to that new approach, as yet undefined, which will be characteristic of the future.

And if libraries face, as I think they do, the same challenge, what shall be their way of the future? Perhaps the programs for the disadvantaged, already proposed, are a key to their future role.

Any existing library, and especially perhaps a public library must contemplate the urgent human needs being addressed by various programs for the disadvantaged with a mixture of hope and concern. On the one hand the library and the staff of that library cannot help but hope the library becomes a vital partner in a national effort to solve the problems of the disadvantaged. The dilemma which the library faces is that in too many cases its financial wherewithal is limited, and in the face of increased costs of all sorts the library finds that it is difficult to maintain older ongoing library programs. The prospect of undertaking new adventurous and experimental programs for the benefit of the disadvantaged seems most often to be impossible

The critics of ultraconservative libraries can and certainly do fault these libraries for hesitating to plunge into activities designed to aid the disadvantaged and charge that the library does not really want to be involved. It seems to me that although librarians may tend to be conservative in these areas, their conservatism comes not so much from a lack of interest in the program as from a concern lest adventures in these new areas lead to the deterioration and even the destruction of long standing conventional library programs.

Faced with this kind of dilemma there seem to be two courses open to any library. The first and perhaps most obvious course would consist of a critical evaluation of all of the ongoing, traditional library activities in an effort to determine which, if any of these, might somehow be changed or even eliminated in order to obtain the financial as well as the human resources necessary to move into new programs for the disadvantaged. This involves an exercise in cost-benefit analysis, and it would seem to me that any library might well conduct this kind of soul searching in an effort to allow itself to undertake new activities. Undoubtedly some libraries in the United States; e.g., New Haven and Brooklyn, have done exactly this and undoubtedly many others should attempt to do this also.

It could, I am sure, be argued that an effort to evaluate ongoing library programs in order to convert the library in the direction of aggressive new programs for the disadvantaged might be fraught with the danger of perverting the very purpose of the library in order to achieve more active participation on the part of the library

in various social welfare activities. Here again, I suppose an innate conservatism on the part of the librarian will be present and such questions as, "Should it be the function of the library to engage in social welfare work, or is the library better advised to maintain its conventional, even middle class programs, and allow others more skilled and more knowledgeable to work in the solution of grave social problems?"

One way out of the dilemma described above is the use of federal funds to undertake activities which would be impossible in a purely local financial situation. Those of us who regularly work with federal programs learn that federal funds, although they may be available in increasingly greater amounts and they usually do not cease to come all together, are by their very nature funds intended to stimulate action and to conduct experimental efforts which, if successful, will lead to permanent local improvement.

Such a program was the Library Services Act. When started in 1956, this program was designed to provide funds for conducting experimental efforts in areas which did not have library service at all or in areas where library service was exceedingly limited. It was possible to say at this time that the Library Services Act was designed not so much to create libraries in the rural areas in the United States as much as to stimulate the interest of the citizens of the rural areas in the creation and establishment of library service, and to demonstrate to them the need to take steps to establish permanent library service. In a sense the Library Services Act in its early beginning was a program for the disadvantaged, and the number of citizens throughout the country who today enjoy library service or improved library service are the beneficiaries of this program for the disadvantaged.

In 1964 when the old Library Services Act was converted to the Library Services and Construction Act, the provisions for rural library service were amended to include all areas of the country ,including the metropolitan areas. Once again the intention of Congress was to recognize the limitations and inadequacies of existing library programs and to encourage local library organizations to seek ways and means of improving and enhancing their programs. In this sense, the Library Services and Construction Act has been a program for the disadvantaged.

All of this is to say that in the public library context the existing Library Services Construction Act is really designed to assist local libraries in their desires and determination to move into areas of service which otherwise might be impossible. The inadequacies of present programs for the benefit of the disadvantaged citizen in core cities are completely appropriate to the intent of the Library Services and Construction Act, and indeed as one contemplates the structure and the long-standing activities under the Library Services and Construction Act, one feels that the disadvantaged library user in the central city may now be the designated beneficiary of the Library Services and Construction Act.

The beauty of the use of federal funds in this kind of activity lies in the fact that the inhibitions of a purely local program need not be present. Within the ground rules and guidelines of the Library Services and Construction Act, a multitude of experimental programs is possible. A library administrator or a library board, in their contemplation of projects under the Library Services Act, can feel that the "sky is almost the limit" and bold experimental programs of every sort can be contemplated. While it's true that the administering State Library agency must insist upon the specific project fitting within the guidelines of laws, regulations, and the State Plan, an incredible latitude is permissible to the local library.

The practical effect of this is that imaginative librarians can analyze the needs of the disadvantaged in their own community or area and develop programs which may do violence to library tradition, but which may be significantly appropriate to the needs of the citizens of these areas. Whereas a local library board or the local citizens might question the purchase of unorthodox materials with local library funds, the Library Services and Construction Act makes no such restrictions. Whereas the sponsoring of teenage parties and dances in the local library may not be permitted if local funds are expended, no such restriction is imposed by the Library Services and Consrtuction Act.

It has been my personal impression that if those on the federal level who administer the federal library programs have experienced any disappointment with these programs, it has been because of the timidity and conservatism of state and local library interests in engaging in adventurous new projects. It has been easy for us in working with the Library Services and Construction Act to propose projects which have the effect of providing more of the same; to enlarge and improve, but not fundamentally change, traditional library programs. No one, I expect, can blame a library in its attempt to develop its staff and its collection, and this, I think, we have done again and again in LSCA activities. Perhaps we have all failed in not more actively proposing library activities that abandon tradition but which produce relevant service to disadvantaged individuals.

In this sense I think we are like so many of the churches today that are going through a trying period in attempting to maintain the tradition of the past, and simultaneously, make themselves relevant to a society which grows more indifferent, if not hostile, to ancient ecclesiastical tradition. Many of the churches have entered into what to some have seemed shocking activities and it may be that libraries, if they are to be relevant to the citizen in the ghetto, must contemplate startling activities.

LSCA, and other programs like the Elementary and Secondary Education Act which contain possibilities for libraries, were designed for the maintenance and improvement of library activity. They also contain the potential for exciting, adventurous, and definitely experimental activities. If there is any fault in these laws, it lies not in the law or intention of Congress, but rather with us in not fulfilling the intent of these laws.

READ YOUR WAY UP; BROOKLYN PUBLIC LIBRARY'S PROGRAM IN THE INNER CITY

By IRENE E. MORAN

Read your way up has become almost a synonym for the Brooklyn Public Library's efforts to reach the disadvantaged in a Borough of over two and a half million people. It is the message we keep repeating to the poor of Brooklyn; they can read their way up to a better job, more comfortable living conditions, more value for the dollar, and a larger role in community life. And that this new adventure for them, this first step on the road out of the oppression of poverty and neglect and hopelessness, can begin at their public library.

The adults of the disadvantaged neighborhoods are eager to open this world of knowledge to their children, but too often have fallen into a stoic acceptance of things as they are in regard to themselves. We operate from the basic premise that if these adults are given enough stimulus and encouragement they will reach out to better themselves, their lives and their

communities.

Our major effort in reaching the deprived—often poor in spirit as well as in material advantages—has been our Community Coordinator project. It is the purpose of this program to contribute to the total community effort to assist people by creating an awareness of library services, promoting the importance of the role of the library to community learning, generating an atmosphere of library acceptance, and encouraging greater use of the library.

While the push for reaching the deprived has received national attention and financing since 1963, our unique effort to establish rapport with the disadvantaged who inhabit the slum sections of Brooklyn was initiated back in 1961. We faced then the unpleasant fact that there was a segment of the population which was not making use of the resources and services of the public libraries. And we did something about it.

We were not being strictly altruistic in our decision. We were carrying out our charge. The free public library exists to serve *all* the people: the knowledgeable and affluent citizens who are aware of its resources but also, and perhaps more importantly, the under-educated and deprived who may not even know about the library, but who need its advantages so desperately.

That is what the Community Coordinator project seeks to do—to "sell" the library. In a ghetto community the library has to combat the usual stereotype of being a stuffy and solemn institution with books for "smart" people. The problem is compounded in Brooklyn because of the influx of Negroes and Puerto Ricans from less urban areas. They are not aware of the resources and services of the public library in a large city.

If such deprived citizens were not coming to us, we were determined to go to them. This has been the major emphasis of the Community Coordinator program—to take the library message to the unreached individuals through any means available. We seek to demonstrate the advantages possible through the use of the library to people whose background and education make this a difficult truth to understand.

When the program started in Brooklyn, we had one Community Coordinator working in the Bedford-Stuyvesant area, one of the most deprived sections of the Borough. The program was expanded in 1964 when a grant from the New York State Library Development Division, under the provisions of the Library Services and Construction Act, enabled us to add three additional Coordinators.

Presently our four Community Coordinators operate in rather broad geographic areas of the Borough of Brooklyn. The sections they serve have a total population of nearly 800,000. They are areas with a high concentration of poor housing, unemployment, juvenile delinquency and low educational attainment. They are communities with deep and perplexing problems, yet of the 19 public libraries within these target areas, many were under-utilized by the residents.

The library has been fortunate in having on its staff the type of people needed for the unique role of Community Coordinator. They are librarians who are understanding, sympathetic, articulate and inventive. They have a deep feeling for people and a rich book background.

They have needed all of this and more because in accomplishing their mission they have blazed new trails. They have departed from traditional and established patterns of library service in order to reach the people in poverty areas. The first Community Coordinator, Mr. Hardy Franklin, who is now Senior Community Coordinator for the project, summed up the requirements for this job as: "A lot of work, a little dose of creativity, a large quantity of common sense and solid support of the agency you represent."

Each of the four Community Coordinators is a professional librarian, a veteran of Brooklyn Public Library service. In addition to Mr. Franklin, two others have been with the program since its expansion in 1964: Miss Bessie L. Bullock and Mrs. Thelma Gipson Black. The fourth Coordinator at this time is Mr. Walter Reed Coats.

The Coordinators have no routine branch or administrative duties, but are given a free hand to accomplish their assignment. Each has tailored his approach to his own personality, capabilities and needs of the community. They have offices at a branch library within the area they serve and receive the essential "solid support" from the Library's public service outlets and behind-the-scenes operations.

One of the techniques the Coordinators employ is to establish contact with community groups and institutions so they can tell them about library services, and learn how the library can aid or assist the particular group. They meet with the leaders of these groups, attend and participate in planning sessions, work on committees and talk with unit workers. They show how the library can help them in planning activities and in offering books, pamphlets and films to support job training projects, community awareness programs, adult basic education, mothers at school (ADC), young mothers (unmarried), senior citizens and street academies.

Many disadvantaged persons are reached through these contacts with community organizations, of which there are fortunately a large number in Brooklyn. The programs prepared by the Coordinators for these groups are geared to the interests of the members of each. Similarly the Coordinators' book collections reflect this aim of providing what is needed for the reading and interest level of the people reached through any particular effort.

Through the years, there have been innumerable opportunities for such community efforts. For instance, a Career and a College Club series was initiated by one of the Community Coordinators to raise the aspirations of promising teenagers and to encourage them to go on with their education. The Club was co-sponsored by the Brownsville Community Council, an active neighborhood organization. The sessions featured book or career discussions and attracted serious students interested in furthering their education. The programs gave the librarian an opportunity to stress the importance of the library in the pursuit of knowledge.

Another organization with which the Coordinators work is JOIN, Job Opportunity in Neighborhoods. The purpose of this organization is to offer training to young adults, many of them school dropouts, and to help them find jobs. Special book and films programs are arranged for JOIN classes by the Coordinators at their neighborhood libraries in Brooklyn.

The Coordinators work hand-in-hand with municipal agencies as well. One project involved orientation talks on library services and special programs with a number of homemaking classes sponsored by the Welfare Department. They have also cooperated with the City Health Department by setting up displays of books on food, health and hygiene at community health fairs.

Programs with Bedford-Stuyvesant Youth in Action, the Brownsville Community Council, Bedford-Stuyvesant Neighborhood Council, Training Resources for Youth (Urban Youth Corps), Bedford Stuyvesant Restoration Corporation, Opportunity Industrialization Center, have also been arranged, and "deposit" collections of books are set up in the headquarters of such groups.

Other methods used by the Coordin-

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EVERYTHING FOR THE LIBRARY BINDER

ators in reaching out to the people in their communities are block associations, adult Sunday schools, career clinics, housing projects, senior citizen centers, welfare offices and churches. They grasp any opportunity—or create it—to make these contacts. They set up book displays for any occasion, or for no special occasion. They put up special posters advertising the library and its services, hand out flyers or folders about the library, ring doorbells, speak from church pulpits and give book talks before small groups.

There are thousands of people in these areas who are disadvantaged but who are not active in any of the organized groups. Direct approaches to this part of the population have included going from door to door in a local housing project to interest the residents in reading and using the library; setting up exhibits in low income housing development offices on days when tenants pay their rent. In this approach, the Coordinators found that welfare recipients had a special day to pay rent. They also discovered that adult material did not attract attention, so juvenile books were added which appealed to youngsters and when the adults came to pull them away they grasped the opportunity for a fast sell to the parents.

Perhaps one of the best vehicles for reaching the disadvantaged who are not involved with community organizations is the Coordinators' Sidewalk Service van. Purchased and equipped with LSCA funds in 1966, the van provides the librarians with a mobility which enables them to participate in a wide range of activities. For instance, the van can be driven to the site of health fairs, block parties, community cultural events, and heavily traveled arteries near parks and playgrounds. But its most important function is to take the librarians and their wares out into the community and to the doorsteps of the deprived. It enables the library to make contact with disadvantaged people where they are—in the streets in front of their homes. It eliminates what to many people is the frightening first step of approaching the institution. They are reluctant to walk into an imposing, unknown building where by their actions they will clearly show that they are ignorant of what to do there, of how to proceed with the "simple" task of finding the information or book wanted and of signing up for a borrower's card.

The Coordinators are out in the streets with people, walking up and down outside the van in their shirt sleeves, setting up book racks on the dirty sidewalks or on top of garbage cans. They often have a pre-school aide (LSCA funded) with them, and these enthusiastic young people sit on stoops or curbs and read stories to the children who cluster around in awe and wonder.

While Sidewalk Service provides for an informal first contact with the library, it has a built-in followup. The doorstep browser is encouraged to take out a library card on the spot and to borrow a couple of books. But the books have to be returned to the neighborhood library. The new borrower is given a map which gives him the location of his nearest library and the hours when it is open.

The reception of this potential patron in the branch is a vital step in the effort to create a library user. This backstop to the Coordinators work is an unheralded but essential ingredient in the success of the program. It is at this point that the library has to deliver what the Coordinators have promised.

This project of taking to the streets to sell the library dramatically belies the image of the library as an imposing institution with "quiet" signs. When the van sets up in a neighborhood, it not only offers books and information, but plays records and shows films. The "theme" song is the library "jingle" created as part of another LSCA project in which the Brooklyn Public Library has actively participated. The lively music and catchy words—translated into Spanish for heavily Puerto Rican neighborhoods—set an atmosphere which is far removed from any thought of peace and solitude.

The response of the people to Sidewalk Service has been enthusiastic, but indicative of the long road ahead. We are reaching individuals who do not know public library service is free; who are not aware you can actually take books home from the library; and who do not know its resources go far beyond books and include records, films, pictures, pamphlets. Some live a few blocks from a library but have never used it.

Another strikingly different approach used by the Community Coordinators is the "3-B" program; placing displays of paperback books in bars, beauty parlors and barber shops. Some have also been placed in restaurants and laundromats.

The display is a small rack which holds a half dozen or so informational paperbacks. The collection is geared for the neighborhood and for the specific location. For instance, books on food and baby care are placed in beauty shops while barber shops and bars get books on records and sports. Puerto Rican area collections include books in Spanish or Spanish-English dictionaries. General books such as the World Almanac, the Bible, Consumer Reports buying guide, and dictionaries are used in all the displays. The rack is attached to a standing sign noting that the collection has been placed there by the Brooklyn Public Library and giving the phone number of our main library for anyone with a question one of the books cannot answer.

Among the most heavily used books—judging by speed with which they are worn out—are the buying guides, books on baby and child care and the Bible.

Often encountered in the Community Coordinator program has been the problem of books in languages other than English. Special library materials have been printed in Spanish for use by the Coordinators in explaining what the library has, and books in Spanish are used in the collections. We are attempting to employ Spanish-speaking aides in the program as Community Coordinator aides. Persons with this talent are in short supply, yet are in heavy demand by poverty programs and the Board of Education which pay higher salaries than we do. Working with an LSCA grant, classes in spoken Spanish are being offered to Brooklyn Public Library personnel working in areas with a high concentration of Spanish-speaking residents.

In a study of several LSCA projects in the New York Metropolitan area last year, the Bank Street School of education noted that our Community Coordinator program "probably consistently reaches a wider span of socio-economic levels than does any of the other projects."

A second Federally financed project in Brooklyn, which was also included in this Bank Street study is our Pre-School Program. Here, too, the survey reported favorably on the project noting that youngsters were "receiving pleasurable experience with books and persons connected in their minds with books."

College graduates who are interested in working with deprived children are employed in the program. They are trained by the library in the art of story-telling and are assigned to give their book "talks" in non-library locations. They make weekly visits to day care centers, churches, housing developments, community centers and a number of small local grassroots programs. They occasionally will go out with the Sidewalk Service Van to read stories to the youngsters who quickly assemble

Continued on page 22

By Thomas J. Galvin,
Director of Students and Associate Professor, Simmons College School of Library Science

A PROFILE OF THE SIMMONS COLLEGE SCHOOL OF LIBRARY SCIENCE

"So far as I know," Neill C. Van Deusen observed to an audience of library educators some twenty years ago, "no one has asked what a library school is and expected a serious answer." "Suppose," Van Deusen suggested, "we repeat our question—What is a library school?—and this time begin with the assumption that a library school is designed to reduce significantly the time needed to develop effective librarians. It is not an institution: rather it is a group of people who try to institute and/or develop in other people the habits, attitudes, and directions of growth that are essential to the motivation of professional librarians."[1]

What, indeed, *is* a library school? How does one capture and express the essential spirit of one particular library school as a contemporary educational enterprise? The School of Library Science at Simmons College in Boston currently conducts one of forty-four graduate degree programs in library science approved by the Committee on Accreditation of the American Library Association. The standards under which these programs are evaluated by the Association are chiefly qualitative in character, and thus allow each accredited school considerable latitude to develop along unique and highly individualized lines. The differences among the accredited library schools, though often obscured by surface similarities perhaps more apparent than real, are significant and substantial, giving each school what might very properly be termed a personality of its own. My purpose here is to try to identify the salient features of the library education program now being conducted at Simmons College that serve to distinguish it, and to individualize it, among institutions of its kind.

Simmons is one of the oldest, as well as one of the largest, of the accredited schools of library science. The program in librarianship was established in 1902 as one of the charter schools of the College, as part of the parent institution's pioneer commitment to professional education for women. It received charter accreditation from the Board of Education for Librarianship, the forerunner of the present Committee on Accreditation of the American Library Association, in 1926. By 1954, when new ALA standards calling for the shift of professional curricula to the fifth year graduate level went into effect, the Simmons master's degree program in library science was already well established, and the School, like other graduate schools at Simmons, numbered a substantial proportion of men among its alumni. Today, the program in library science at Simmons is wholly graduate in character, and is open to both men and women of high academic attainment and professional promise who hold the liberal arts baccalaureate degree. Men currently number about one-fourth of the total student body in library science at Simmons, a proportionate representation roughly the same as is found at present in the practicing library profession. Nearly four thousand of the School's alumni have served in libraries and research centers of all types and sizes both in the United States and throughout the world.

So much for past history—and for the temerity of authorship that understakes to compress sixty-six years of distinguished service to library education into the context of a single paragraph. But our focus is not on Simmons' past; it is on the present. And to focus on the present, we should take as our point of departure Van Deusen's rather adamant insistence that a library school is not an institution—it is *people!* Students, faculty, academic administrators, and alumni. These constitute the core and the essence of any educational undertaking. Let us begin with the students, for it is they who chiefly determine both the quality of the instructional program and the ultimate reputation that a graduate professional school enjoys. The finest teachers may devise and offer a curriculum that is a model of academic excellence, but if the students lack the capacity to respond creatively both in the classroom and in professional practice, the entire educational enterprise will fail.

[1]Neil C. Van Deusen, "Professional Education for Librarianship: Summary," *Education for Librarianship,* ed. Bernard Berelson. (Chicago: American Library Association, 1949) . pp. 196-198.

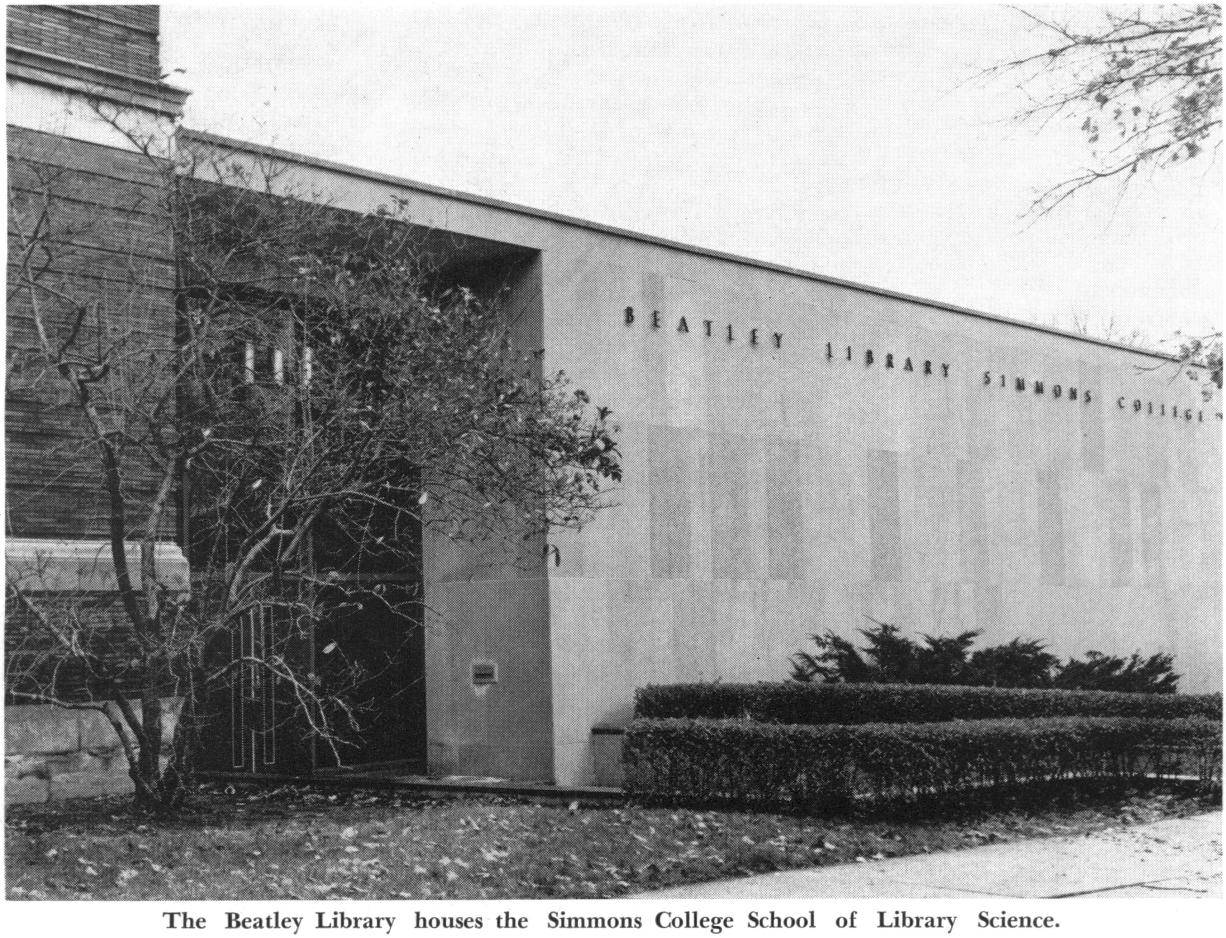
It has been noted earlier that simmons is one of the larger accredited schools of library science at the present time. Indeed, it ranks, according to the latest statistics available, fourth in size among the graduate library schools, with a year-round enrollment in the range of 350 to 375 students. In the six years since the School was moved to the newly constructed Beatley Library—Lafavour Hall buildings complex on the Simmons instructional campus (a move that provided quarters sufficiently spacious to make possible a major expansion in enrollment), the size of the student body in library science has doubled.

The objective of the School for the immediate future is continued orderly growth, but, as in the past, all those associated with Simmons insist that such growth must continue to occur within a context of quality. Size alone is no measure of excellence. This we know as surely as we know that the complex problem of recruiting for librarianship is not to be solved through sheer numbers alone. Librarianship needs more trained people, but it needs, even more desperately, to attract *better* people to the ranks of the profession. The aim of the School of Library Science at Simmons is to continue to meet both of these needs.

To accomplish this aim, the School employs a rigorous admissions process in screening prospective graduate students. From among those who meet or exceed the customary academic requirements for graduate study, the Admissions Committee seeks, through every possible means, to identify and select for the program candidates who offer the greatest promise of significant professional achievement. Physical and emotional health, personality, employment and military service records are weighed and evaluated by the Committee as carefully as are academic credentials. Approximately one-third of those who have sought admission to the program in recent years have failed to meet these basic criteria of capacity for graduate study and professional aptitude, and have accordingly been advised to direct their interests elsewhere. Although the School is far from having reached capacity enrollment, its faculty is strong in the conviction that to deliberately fill empty places with candidates of marginal ability or severely limited potential would in no way serve to advance either the stature or the best interests of the library profession.

Particular care is given to the selection of candidates from overseas. From among some four hundred prospective students in non-English-speaking countries who seek admission to the Simmons program in library science each year, perhaps a dozen are ultimately admitted to the school. Many are eliminated from consideration by virtue of their failure to establish proficiency in English at the level considered minimal for academic success at Simmons. Because it is not the function of the School to provide instruction in elementary bibliographical skills for foreign students, preference is given to those who have made a substantial beginning on a library career and exhausted the possibilities available to them for training in their home countries.

From this selection process, there results a group of graduate students at Simmons of ususual maturity and experience. A majority fall into the 25 to 36 year age bracket; the average age of the 359 students enrolled in the Fall of 1968 being slightly under 30. Nearly half these students have completed formal academic work beyond the baccalaureate degree prior to matriculation at Simmons, a substantial number



The Beatley Library houses the Simmons College School of Library Science.

holding the master's degree or the Ph.D. in another discipline. More than two-thirds of the students come to the School with a background of full-time employment experience in libraries, or obtain such experience through internship or work-study programs simultaneously with their graduate professional study. As one of the great bibliographical centers of the world, Boston offers through its varied library community, unparalleled opportunities for internship programs that enrich the learning experience of the graduate student in library science. Approximately one-hundred-fifty Simmons students currently combine full-time employment in libraries in the New England region with part-time graduate study in the school, and are thus self-supporting while earning the professional degree.

The composition of the student body is one major consideration that determines the nature and content of the program of study in librarianship. The Simmons curriculum is not easy to generalize about, because it is as diversified as the interests and talents of the School's faculty. A corps of nine full-time faculty members, supported by a complement of visiting specialist instructors, offers a program of study designed to encompass the full range of modern, diversified library and information center operations. The controlling instructional point of view tends to be administrative and supervisory, in the broadcast sense of these terms, reflecting the changing nature of the professional assignment in the contemporary library.

Simmons is perhaps best known among the accredited graduate library schools, and among librarians, for experimentation and innovation of the most fundamental and far-reaching kind in the content and methodology

Kenneth Raymond Shaffer, Director of the Simmons College School of Library Science.

of instruction. During the past twenty years, under the dynamic educational leadership of the School's Director, Professor Kenneth R. Shaffer, Simmons has pioneered, not merely in development of new courses and programs, but in radical reformation of the basic fabric of the traditional curriculum. Material evidence of the success of these educational experiments may be found in the seven books authored by members of the Simmons faculty that have been published in the past eight years, and widely adopted for instructional purposes in this country and overseas. These include four collections of instructional case studies in library administration written by Professor Shaffer and published by the Shoe String Press of Hamden, Connecticut; *Twenty-five Short Cases in Library Personnel Administration* (1960), *Twenty-five Cases in Executive-Trustee Relationships in Public Libraries* (1960), *The Book Collection* (1961), and *Library Personnel Administration and Supervision,* which has just appeared in a third edition. Additional recent faculty publications which have resulted directly from curricular innovations at Simmons are the *Cataloging Sampler* (1962) of Professor Laura C. Colvin, whose achievement was recognized in 1965 by her selection as recipient of the American Library Association's Margaret Mann Citation, and my *Problems in Reference Service* (Bowker, 1965). A new collection of case studies in the literature of the social sciences, prepared by Professor Kenneth F. Kister of the Simmons faculty, will appear shortly under the R. R. Bowker imprint. It is titled *Social Issues and Library Prolems.* British editions of two of Professor Shaffer's casebooks appeared in 1967, and a Japanese translation of *Problems in Reference Service* is currently in preparation under the auspices of the Japan Library Association.

These books stem from and reflect major shifts in curricular emphases at Simmons. Every graduate library school, indeed every professional school irrespective of the area of practice for which it prepares, must strive to achieve an often precarious balance between the immediate and the long-range needs of its students and its supporting profession. The graduate library school provides the educational base for a lifetime of professional practice, and thus must resist, in the structure and content of its curriculum, any temptation to concentrate unduly on techniques and skills which, in a time of rapid change, will inevitably become quickly outdated. The advent of the computer, with its enormous current

Students taking a coffee break between classes. Refreshment facilities were built-into a small area off of the library.

and potential impact on library technology, represents the latest in a series of challenges to controlling the nature and amount of vocational content in the curriculum. Simmons has confronted this problem squarely, and seeks to resolve it through rapid integration of the content and concepts of new and non-conventional approaches to information storage and retrieval into the existing curricular structure. The consequence of this is an instructional emphasis on the common body of principles that unites librarianship with information technology, rather than an exaggeration of superficial methodological differences between the two.

The Simmons curriculum, then, stresses principles rather than techniques, but this must not be understood to mean that instruction is "theoretical" rather than "practical." It is clearly recognized by the faculty that librarianship is an applied discipline, and that theory is meaningless except in its application to the real world of professional practice. Generalizations must, therefore, be converted into their operational terms. It is in order to provide meaningful opportunity for students to do precisely this that some instructors have turned increasingly to problem-centered approaches to teaching, in combination with, or as a sub-

A typical scene in the library of the School of Library Science.

stitute for, more traditional patterns of descriptive instruction. Simmons has been noted particularly for the development of case method approaches to library education, and, as the list of titles enumerated above will indicate, considerable faculty effort has gone into the preparation, testing and publication of instructional case studies in a variety of curricular areas.

The constantly changing nature of librarianship makes it necessary for the faculty to be concerned not only with continually revising the content and methodologies of existing courses, but also with developing new courses to reflect emerging areas of professional interest. Three new courses added to the program during the past year indicate through their titles, "Intellectual Freedom and Censorship," "The Film in Communication," and "Information Systems Theory," something of the range and variety of concepts that must find a place in the curriculum of the modern library school.

The School has been unusually fortunate in having enjoyed a continuity of academic and administrative leadership under the direction of Professor Shaffer over the past twenty years. Through his efforts, and with the cooperation and active support of the College as a whole, there has come into existence in the School of Library Science an instructional climate where curricular experimentation and change can flouish. Class size is limited by administrative regulation to a maximum of thirty students (the average class has about twenty), and all members of the faculty, irrespective of rank or seniority, teach only in their individual areas of professional specialization. Small classes have undoubtedly resulted in highly individualized patterns of instruction, with widespread adoption of seminar-style teaching in place of less satisfactory textbook-lecture-discussion methods.

The role of a faculty member in a graduate professional school combines teaching, research and publication, and professional leadership through advisory and consultant activities at local, regional and national levels. Members of the Simmons faculty in library science have distinguished themselves throughout the history of the School in each of these respects. Their activities have ranged in recent years from the formulation of national standards for special libraries to the planning and design of new library buildings; from statewide studies of technical processing in libraries to research investigations of fundamental problems of bibliographical description or the reading patterns of the academically

Kenneth Franklin Kister, Assistant Professor of Library Science, lectures to students.

talented. Postgraduate and in-service training responsibilities have had a major share of faculty attention. The School has conducted numerous workshops and institutes both in Boston and elsewhere on topics as diverse as public library personnel administration and implementation of the media center concept in the school library. Especially noteworthy in this respect have been two multi-national institutes for foreign librarians conducted by Simmons under the joint sponsorship of the American Library Association and the United States Department of State.

The School has long enjoyed the active support and counsel of a large and vigorous body of alumni. This group has recently formed itself into an independent organization with its own alumni publication, *The Simmons Librarian,* and an ambitious program of related activities. With the assistance of the Alumni Association, plans are now going forward to sponsor an expanded program of post-graduate seminars and other forms of continuing education of benefit to the larger professional community.

It is natural, and perhaps forgivable, in an essay of this kind to stress the successes that the School has enjoyed over its sixty-six year history, and to minimize the problems that remain to be resolved. Flux, stress and change are the watchwords of graduate professional education in today's world, and the School of Library Science is no exception to this. The recruitment of promising young mn and women both to the School and to the profession in adequate numbers is a recurrent problem of major regional and national dimension. To ameliorate this problem, the School has proposed establishment of a regional recruiting office for New England, to be supported cooperatively by Simmons College and by the state library agencies of the region, the latter drawing on federal funds available under the Library Services and Construction Act. Such a center, with a full-time recruiter and supporting staff, would be the first of its kind in the nation to operate cooperatively on a regional basis. This proposal is currently under study, and could be implemented as early as July 1, 1969.

A special problem in recruitment is the need to attract Negroes to librarianship in far larger number than in the past. The staffing needs of larger urban libraries are particularly urgent in this respect, but far beyond this are simple considerations of general professional equity. The School's faculty and administrative officers are presently exploring a variety of means whereby Black students in significant numbers might be motivated to study librarianship under conditions that would provide optimal promise of academic and professional success.

The demands on a graduate library school are many and varied in a time when the practice of librarianship has become a complex and sophisticated professional activity. The School of Library Science at Simmons College must both meet the needs of today and look to the needs of tomorrow. The practitioner turns to the professional school for leadership and for solutions to problems that could not have been formulated a decade ago. The task of Simmons, and other library schools, is to provide the means necessary to deal effectively with major professional issues of the day, while anticipating the direction and dimension of librarianship in the years ahead, so as to prepare graduates to face the challenges that the future must inevitably bring as libraries and information centers take on ever expanding responsibilities in society.

Continued from page 7

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ing volumes do not invite use by the public nor do they enhance the library's status in the community. With few exceptions, such books just remain on the shelf and take up costly space. On the other hand, a sound, fine-appearing collection of books, including both prebound and rebound volumes, wil invite continuing and enthusiastic use by the library's public, and such a collection will help to give the library an up-to-date image in the eyes of its community. In this multimedia age, it is still true that a well-selected and well-maintained book collection is one of the library's most basic and most important assets.

PRE-BOUND BOOKS

Knowing that many librarians are struggling to establish new school libraries and maintain a representative book collection in existing ones, I would like to tell my story, in the hope that it may help some of them to partly solve their problems.

I have recently retired from the Wake County Public School System, Raleigh, North Carolina, where I served for eighteen years in the capacity of County Library Supervisor. While serving in this capacity my main problem was how to procure *and maintain* an adequate book collection in schools with growing enrollments, library minded students who borrowed many books, and a very limited library budget.

One day a representative from a well-known library bindery came to my office and approached me about using pre-bound volumes. Willing to try anything that might help me to obtain more books on a limited budget, I agreed to try one shipment. I processed an order for several hundred books (mostly standard classics that were badly needed to replace the ones with broken spines, dog-eared covers, and unattractive formats) with instructions to pre-bind all the books in this shipment before delivery.

When the books arrived, I could hardly believe my eyes. The lovely, colorful bindings were beautiful! *Ivanhoe, Silas Marner, Moby Dick,* et cetera, had never seemed so readable. These books were immediately placed in several control libraries and the results eagerly watched. As the students browsed they would invariably select a pre-bound book to present at the check-out desk.

The librarians were also delighted with the neat craftsmanship, the sturdily sewn signatures, the readable lettering in contrasting colors on the spines, the large overlap of double-stitched linen binding under the attractive end covers, and many other features that indicated the long life of the pre-binding.

To make a long story short, suffice it to say that we have used only pre-bound books in our fifty school libraries for more than ten years. Some of the significant results are: (1) books whose bindings last as long as their pagination; (2) elimination of the expense of re-binding, leaving more funds with which to buy new books; (3) the ability to establish in our fifty schools, permanent libraries containing more than ten volumes per pupil for our more than 25,500 enrollment, because we could use our money for new books rather than replacements; (4) increased circulation by more than 100%, and (5) an increased library budget due to the fact that we were able to show the School Board that we had used our existing funds wisely.

Signed

A believer in pre-bound books

(Any librarian wishing to learn the name of the librarian writing the above article may write to the Library Binding Institute.)

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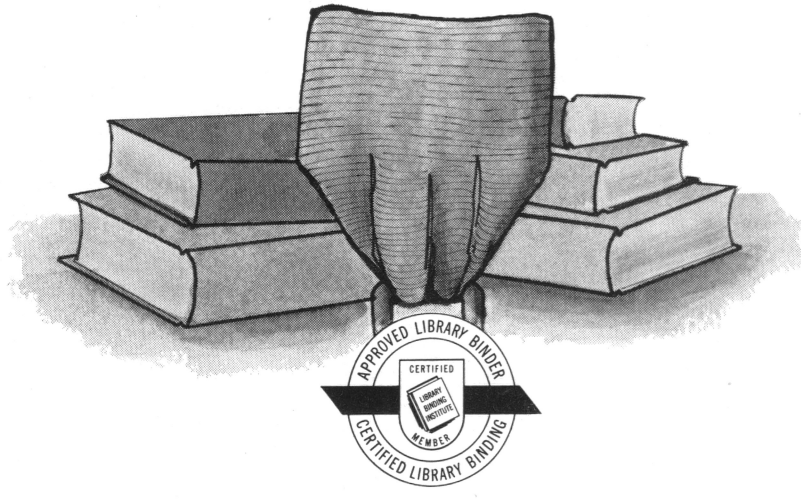

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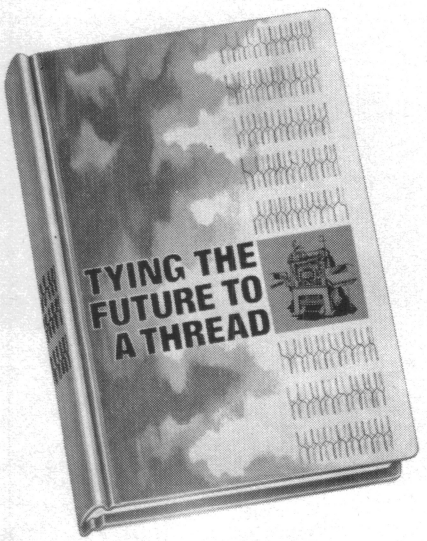
"Tying the Future to a Thread" is the title of a work published by the Oversewing Machine Company of America. This profusely illustrated book covers the important phases of binding from Gutenberg's time to the present, with pictorial references to the development of the "Book" from earliest attempts at communication through art and calligraphy. A brief background of publishing in the form of writing on stone, clay, papyrus, and parchment brings us to the age of production printing and the advent of binding as we know it today. The early days of binding are recorded in wood cuts from the Bettman Archive, as well as the story of the invention of the oversewing machine, which has become the cornerstone of modern library binding.



Informative diagrams illustrating the differences among the various forms of book sewing are particularly valuable to those who desire further knowledge of binding processes. Stitching by hand both through the edge and through the fold is graphically illustrated and compared with machine stitching so that even the most inexperienced can understand it. Hand and machine sewing both through the edge and through the fold are equally well described so that the reader can get a clear picture of why oversewing has become one of the most important single operations in library binding. The book also indicates the differences between good sewing and poor sewing which makes it particularly desirable reading for buyers of library binding.

In addition to oversewing, the book describes other collateral processes of library binding and comes up with some interesting facts about the future.

A mailing of *Tying the Future to a Thread* was made to a very limited group, including some foreign countries. The response has been phenomenal. One national library has requested fifty copies for distribution to their colleges and universities; a foreign country requested twenty-five copies.

At the present time the publisher has indicated that they have a very limited quantity to be made available to librarians and those interested in library administration. Requests should be addressed to Oversewing Machine Co. of America, Inc., 101 Mystic Ave., Medford, Mass. 02155.

Continued from Page 15

whenever the van makes a stop. Many of the children reached through this effort are exposed to books for the first time at such a program.

The Federal assistance which has supported these two programs will be terminated later this year. The Library administration has appealed to New York City to absorb the relatively low cost of these projects. It is earnestly hoped that this realistic means of reaching the total public, offering the library as a source of continuing education, will receive the relatively modest support it needs.

More and more of the adults we are reaching in our Reading Improvement Program have below average reading levels. Through this free course, they are given an opportunity to improve their skill in reading. With an estimated 500,000 adult functional illiterates in the New York area, this is the type of program which should be initiated on a much larger scale through a variety of community agencies, and which the Library hopes to expand if adequate financing can be obtained.

The Brooklyn Public Library has also been involved from the planning stages in a privately financed venture similar to our Sidewalk Service program. This is a bookmobile which operates on a regularly scheduled basis in the Bushwick and Bedford-Stuyvesant communities, two deprived areas. The bookmobile, financed by a grant from the Chase Manhattan Bank Foundation, carries paperbacks and art prints and lends them to its patrons. Visitors to the bookmobile are encouraged to use their neighborhood public library. This is a gratifying example of what can be achieved by the cooperation of the public and private sectors.

We are not alone, of course, in trying to help. There are massive efforts under way through many agencies and, if the recommendations of the National Advisory Commission on Civil Disorders are followed, there will be many more. But we have shown—and will continue to show—that the public library is concerned, involved, and committed, and that it is anxious to adapt to meet changing needs and conditions.

STUDY-LEARNING RESOURCE CENTER: A VEHICLE TO SERVE THE ST. LOUIS INNER CITY

By JEAN Y. THOMPSON

Like most big city school systems today, the public schools of St. Louis are in trouble. The sources of the trouble are: 1) inadequate financial support 2) too few adequately trained teachers to handle regular classroom needs, let alone increased special educational programs and 3) a lack of understanding on the part of the community of what is needed to upgrade our educational system. All these points contribute to the problem of obtaining quality education for the children of St. Louis. In addition, the flight of white St. Louisans to the suburbs has resulted in an increase in the Negro school population. During the past decade, the number of Negro pupils has increased one hundred and thirty-two per cent. Sixty-four per cent of the elementary school population is Negro. For the most part these children live the brutal soul and mind destroying life of the ghetto. These are the children the Study-Learning Resource Centers were designed to reach.

The rationale for the Study-Learning Resource Centers is that children in culturally and economically deprived areas seldom succeed in book centered schools because most people around them are not interested in books and reading. The two chief methods by which the communication skills (listening and reading) are developed are denied these children. It is necessary, therefore, for the school to provide the resources and guidance to break the culturally deprived environment of these children.

This rationale led to the approval in 1964 of the establishment of four Study-Learning Resource Centers in strategic locations in the inner city. Three elementary resource centers and one high

school resource center were opened in highly congested, culturally deprived areas.

One of these centers was established at Bates Elementary School. Bates Elementary School, with an enrollment of 900, is typical of the old, drab school buildings still in use. Space for the resource center was found in a large gymnasium basement of approximately 2,200 square feet. Another center was established at Williams School, a new 24 class room building of 1,000 students. Two inside storage rooms on the first floor (about 1,800 square feet) were converted into a resource center. A third resource center was opened at Waring Elementary School, which serves as a demonstration school for Harris Teacher's College. Two large class rooms on the top floor were thrown together to produce a large center. These centers are open to all neighborhood children, but primarily serve children enrolled in the schools and nearby branches.

The high school resource center was located at Vashon High School. Vashon High School is a large academic high school with a technical branch. It serves students from a blighted area and a large housing project. Library facilities at Vashon High School were *inadequate* in terms of quality and quantity. In creating the center, a former shop room with balcony area was converted into a spacious (20,000 square feet) well-lighted center. The new quarters are approximately three times the size of the old library. Wood parquet flooring, new lights, lowered ceilings, draperies, and new furnishings are features contributing to the attractiveness of the new center. Distinctive glass display cases circle three center posts. A much needed work room and a conference room have been provided. The "ribbon" arrangement of shelves in the old library was replaced by groupings of books by subject areas. A balcony running the length of the room has been painted and carpeted for use of audio-visual materials and for storage of periodicals.

The appearance of these centers with their gay, non-institutional color schemes and new furnishings has been a morale booster for students and faculty. One of the most enticing areas in the elementary center is the area rug where youngsters flop, squat, sit and lie clutching their books or listening to stories. At Vashon High School a browsing area, pleasantly furnished with lounge furniture, is equally popular with students enjoying learning in an informal atmosphere. In spite of the fact that the centers are in congested, deprived areas where vandalism and delinquency rates are high, no piece of furniture or equipment has been broken, mutilated, or used as a hiding place for gum. There is a surprising concern for equipment and materials and a reported loss or damage in the elementary centers is generally followed by a breathless "Will I lose my card?" High school students, though outwardly blase, admit that they rather spend a period in the more attractive library than in the barn-like study halls. Students, proud of the attractiveness of the new library, have seemingly put a self-policing policy into effect. The necessity for supplying beauty as well as optimum learning facilities and services to ghetto children cannot be overemphasized.

Staffing at the elementary centers began with an Instructional Materials Specialist, a library assistant, and a library clerk for each center. The librarians working at the elementary level have stressed the need for more career librarians to be involved in the program. Library aides were helpful in getting the program under way, but their lack of total commitment to the idea of library service placed greater burdens on the professionals involved.

Two librarians had served a school population of 2,400 at Vashon High School. A librarian and Instructional Materials Specialist, plus two full time clerk-typists, have been added to the staff. Quality as well as quantity of service has improved noticeably. Most of the students are non-communicative with adults. Individual attention from the librarians is stressed to insure their needs are being met. With patience and tact, students are encouraged to approach the librarians with any and all questions. Many students will waste a period wandering the library or asking other inadequately prepared students for help. Librarians to many represent the establishment or the deeply suspected world of authority—teachers, cops, parents. Released from niggling clerical routines, the librarians have been able to spot and seek out these students too diffident or inarticulate to ask directly for help.

The establishment of the "male image" is needed in the libraries as well as in ghetto classrooms. Vashon High is fortunate in having a male librarian, experienced in working with adolescents. His presence in the library, over a short period of time, has added a more positive picture of librarians. There has been slight improvement in the librarian's image: students and faculty members are seeing a different aspect of librarians as professionals. The teaching and guidance functions of the librarians have come to the fore. Increased staff has permitted a wider and more direct involvement of the library in the life of the school.

Although all students had library visits and lessons in conjunction with their ninth grade English classes, understanding needs to be constantly reinforced by more individual work with students. Integration of the teaching of library techniques within the instructional program has been successfully attempted on a small scale. Librarians and teachers working cooperatively have scheduled classes in the elementary centers on a regular basis. Well planned "library lessons" have a specific purpose and each is followed by an activity related to the lessons. Opportunity for "free reading" periods are allowed for classes from other schools in the area of the Williams Elementary School, and added to the schedule wherever possible.

Each of the three elementary centers now has approximately 8,000 books, 52 periodicals, over 500 filmstrips, 300 records, and other materials. The presence of a multi-sensory approach to learning in the centers has been a vital aspect of their success. The children of today have grown up with the idea of "push button living." They tend to expect ideas as well as things to be instantaneously available. Television, radio, films have accustomed them to using ears and eyes for

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acquiring information. Children enjoy working machines. The Cyclo-Teacher, which involves a machine plus question and answer sheets, is preferred to a programmed learning booklet. Individual headsets seem to give an added dimension to record listening; the simple operation of the film strip viewer or slide projector gives an added sense of accomplishment.

At Vashon High School, much of the equipment was acquired with an idea of eliminating perennial problems. The librarians' dream of a well equipped library came true with the acquisition of the following items: tape recorders, record players with head sets, individual film strip viewers, a dry photo-copier, new typewriters, and study carels. The record players with head sets and the individual filmstrip viewers have proved to be extremely popular. Students use these materials as part of class assignments, for personal enjoyment, and sometimes, regrettably, in aimless wasting of time. When the center was first opened, the novelty of listening and looking tended to encourage using the audio-visual materials as a way of passing time. Happily, teachers began to make requests and assignments which have focused more and more on the educational uses of these media. Due to heavy class use, students are encouraged to use the machines before and after school for personal enjoyment of viewing and listening. An attempt has been made at setting up a tape library by procuring speeches made by civil rights leaders speaking at various community affairs. The typewriter, provided for students, is constantly in use at all periods.

Book theft is a depressing common denominator of all libraries today. At Vashon one item of equipment, a dry photo copy machine, has eliminated some theft and mutilation involving class projects. The school grapevine spread the word and there is a constant stream of requests for photo copies. Sets of encyclopedias, expensive reference books (frequent targets of student depredations) have remained intact and in good condition. Access to such a machine is even more important in areas where a student background is meagerly supplied with old magazines and newspapers for class projects.

Eight study carrels at Vashon High School are placed in the balcony area and are a source of great satisfaction to the staff. While the attractive new downstairs library quarters were drawing crowds of students at first, little by little, students began to make use of the individuals study carrels. The need for private study areas by students who are almost totally group-oriented and lacking quiet homes, will make it necessary to provide many more individual carrels. It has been noticed by the librarians that student behavior in the carrel area is better disciplined and oriented toward more concentrated study.

At Vashon over 7,000 books were added to the collection to bring the total to 19,000. Seventy periodicals are currently received and all are heavily used. Much of the material is selected with an eye to building a positive self-image for ghetto children. Their lack of knowledge about their true heritage in the United States and indeed, in the world, needs to be strongly boosted. There is tremendous interest by students in materials dealing with their cultural background. Events of past years have created an awareness of such materials, and magazines and newspapers of all sorts are regularly culled for clippings on Negroes and their contributions. Bulletin boards and displays are regularly kept up to date and interesting book jackets and record covers are put up. The currency of the displays usually generates a great deal of awareness of the materials contained

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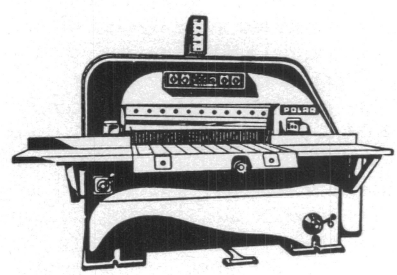

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in the center.

Of the new books purchased, several thousand paper back books were selected, some for use in the regular collection, and over 2,000 for use in the Study Skills Improvement Project. The latter books were used as recreational reading material in special reading classes for all ninth graders. Grade and reading levels were not specified on books or reading lists, but interest and reading levels were indicated by color bands on the book spines. Teachers in the program know the color code, and based on reading test scores, indicate which books students should read. As a result, students have been encouraged to choose appropriate books without fear of embarrassment because of low reading levels. This collection proved so popular that duplicate copies were purchased for the regular collection.

The centers have been in operation for two years and it is too early for valid conclusions to be drawn. Statistics can be given to show large circulation and attendance at these centers, but statistics will not give proof of quality or effectiveness of the services being offered.

Have the resource centers made any significant differences in the instructional program of the schools involved? Everyone involved in these programs would agree that children labeled disadvantaged can be stimulated and enriched through programs such as these. Further study is needed over a longer span of time, however, before valid conclusions can be supported.

For the librarian, increased staff has provided opportunities for greater involvement in the educational program in terms of contacts with faculty and students. It has provided more on-the-job time for professional development, and overall, there has been a slight improvement in the librarians' image throughout the schools.

A disappointment has been the failure of a great number of teachers to make full use of the resource center facilities, and their inability to see the librarian as a special teacher or a materials expert who can help them develop imaginative, effective teaching materials. Generally, younger faculty members are willing to use the resource centers. Intensive programs of library orientation, however, are needed to reach all the faculty: meetings, workshops, faculty and department meetings and individual conferences should be utilized to advocate the use of the resource centers and show how proper functioning between library staff and teachers can improve the instructional program of the whole school.

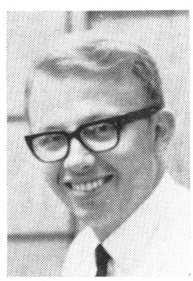
Educators have long acknowledged the importance of the library in secondary schools. Acceptance of the need for library centers in the elementary grades has come more slowly, but the establishment of resource centers in the elementary schools should rapidly prove the importance of library school programs at this level too.

"BUT I DIDN'T HAVE ANYTHING ELSE TO SLIDE ON"

By William D. Grindeland, Director

Instructional Materials Center, Unified School District Number 1

Racine, Wisconsin



A few years ago when I was working as an elementary school librarian, my students reported to me that they had seen one of our first grade boys sliding down the hill behind our school in the snow on a new Dr. Seuss book. When I talked to the boy I asked him if he had forgotten his library lessons on the care of books and asked what possible reason he had for doing such a thing. He look at me with tears in his eyes and said, "but I didn't have anything else to slide on!" In checking over this book which had been used as a sled, I was amazed to find that there was no damage. I guess this little incident has always been a reminder to me of the tremendous strength and durability of the prebound book. I think this is really the main factor that our librarians and materials center personnel have considered when purchasing prebound books.

In addition to the durability factor which gives the prebound book a life span about two to three times that of a publisher's library edition, there are other factors equally as important. The second factor would be a time factor. If a book wears out, it also takes time and effort to reorder the book and to process it for additional use. Our librarians feel this is a definite advantage of a prebound book because once it is added to the collection, usually it is there to stay. Time is particularly important because in the school library field we generally do not have the large clerical staff that public and university libraries have available to do any reordering or reprocessing.

A third factor would be appearance. Our school librarians and teachers feel that our library and classroom collections of books look better after repeated usage if they are prebound. In other words, prebound books on the shelves give a nice neat appearance without the spines hanging on by a few threads, worn dogeared corners, and assorted tears and worn marks that are common with other cheaper methods of book binding. Last but not least, students seem to have a decided tendency to check out a prebound book in good condition over other worn ragged books with publisher's bindings. I think students also appreciate the efforts of prebound book companies to add pictures to the covers of their books, which has removed one of the last reasons for buying trade or publisher's library editions.

The following background statement probably is necessary to understand the materials system and its extensive use of the prebound book. The Unified School District No. 1 of Racine County, Wisconsin, formed in 1961, has a student enrollment of approximately 30,000, and is increasing by more than 1,000 students each year.

Large quantities of prebound books are used in two main areas in our district. The school library is the first area and since we have thirty-five school libraries in our district this amounts to a tremendous collection of prebound books. Approximately 90% of all the books in our school libraries are prebound. When I use the word prebound I should also mention that I am not referring to what is commonly known as the publisher's library edition, but instead I mean prebound books bound according to the Library Binding specifications of the Library Binding Institute.

School libraries serve as branches of the Instructional Materials System. The librarians and clerks are responsible for checking films, and kits as well as keeping teachers informed of all new developments in the materials area. Monthly meetings are held with librarians in order to keep them abreast of new developments.

The second main area is our district Instructional Materials Center which

Continued on page 29

The Oversewing Machine . . .

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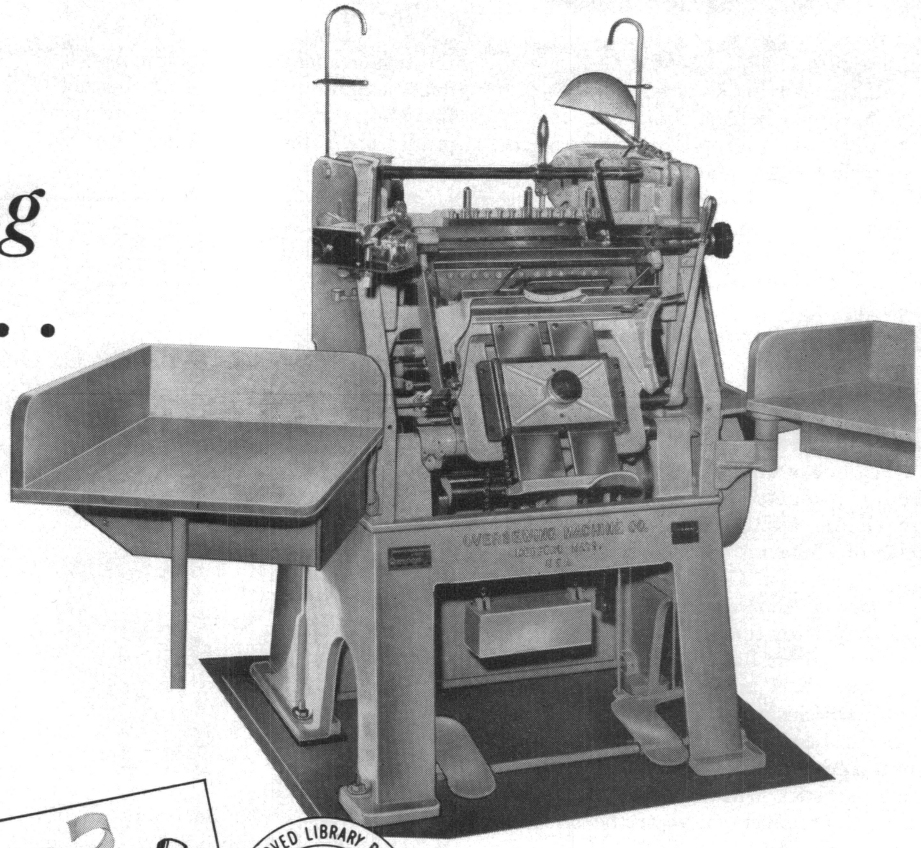

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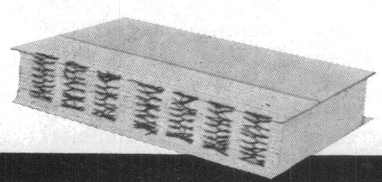

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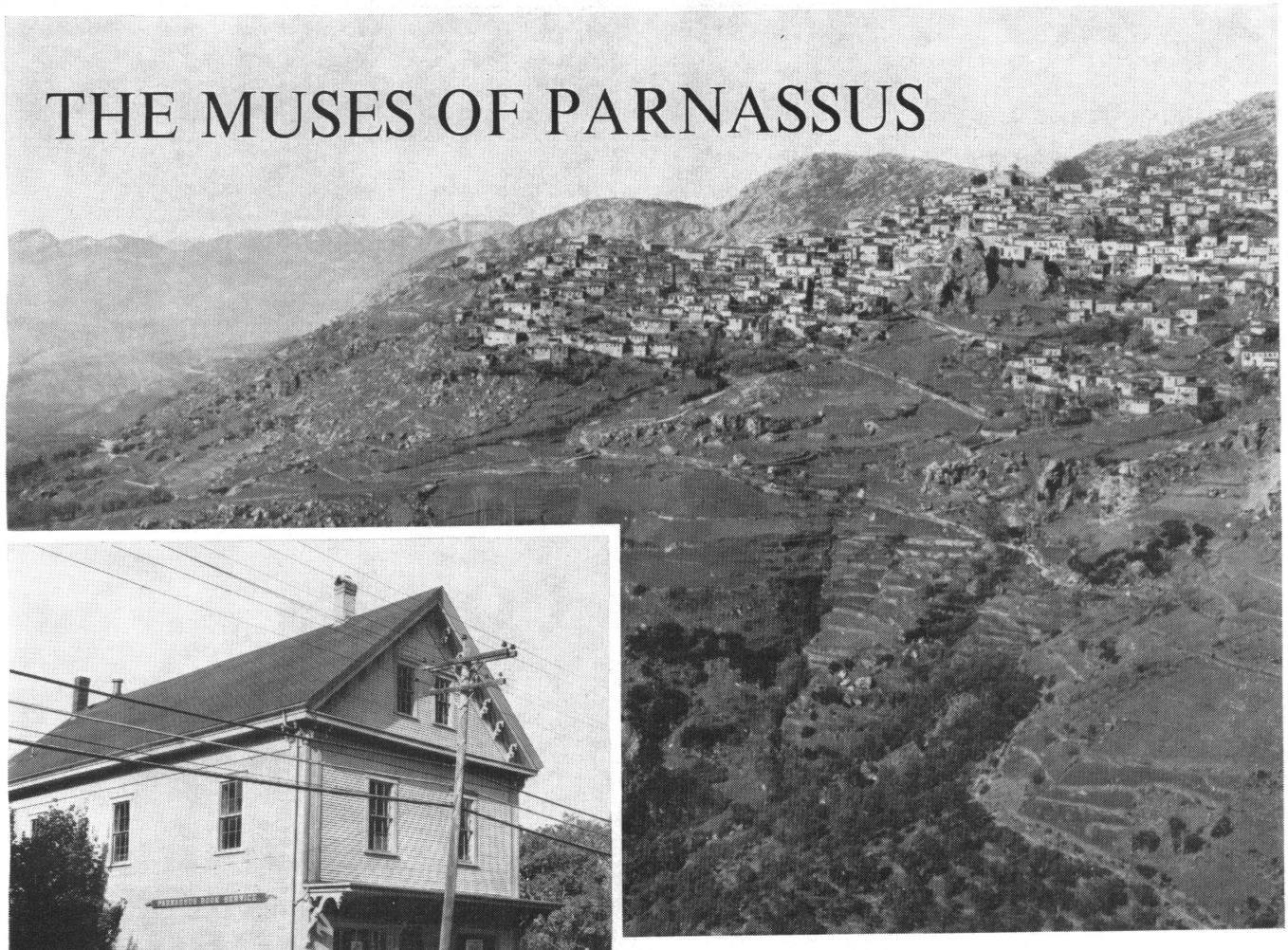
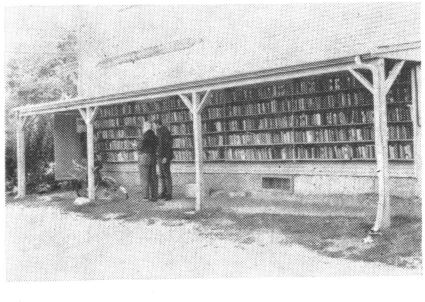


THE BACKGROUND IS MT. PARNASSUS IN GREECE
(An ancient source of knowledge)
THE FOREGROUND IS PARNASSUS ON CAPE COD
(A modern source of knowledge)

"87,000 books?" "Impossible!" So go the comments when one visits a book shop located on one of the most beautiful elm-lined streets in America. Across from the post office in Yarmouth Port on Cape Cod, in an area steeped in historic significance and early American architecture, there is an old general store. Today, it houses the Parnassus Book Service, and its owner's name is Benjamin Muse—intended or not, a combination not to be ignored for the concept it has created.

Ben Muse was at Columbia studying Russian History and Central Asiatic Affairs when, as he says: "My family progressed faster than my studies." This necessitated a change in plans and he went into the book business. He admits starting with one book. In truly American fashion he sold the one book, used the money to buy two, and then in geometrical progression accumulated enough to go into business on Long Island.



In the winter of 1958, Ben decided to move his business to Virginia, but changed his mind after visiting his mother-in-law on Cape Cod for the week end. It must have been a busy one for him because he purchased a house and a shop within a couple of days and cancelled out the Virginia project. The first shop was in Hyannis. He later moved to the present site in Yarmouth Port which was a big square building with high studding built around 1840. It lends itself admirably to the housing of books.

In the summer, Yarmouth Port is an active area for tourists enjoying the beauty and charm of early Americana and shopping for antiques. In the winter it has a quiet, peaceful village atmosphere. At neither season will one find the Parnassus shop filled to

an overflow, although the summer provides a busy retail business—and there's a reason. Ben Muse doesn't deal in the sensational newsstand variety of book or fast-selling trash. He is in the book business because he loves good books—and book lovers looking for good books on specialized subjects know they can get them from him because he travels from Montreal to Mexico City buying collections and making discoveries. His

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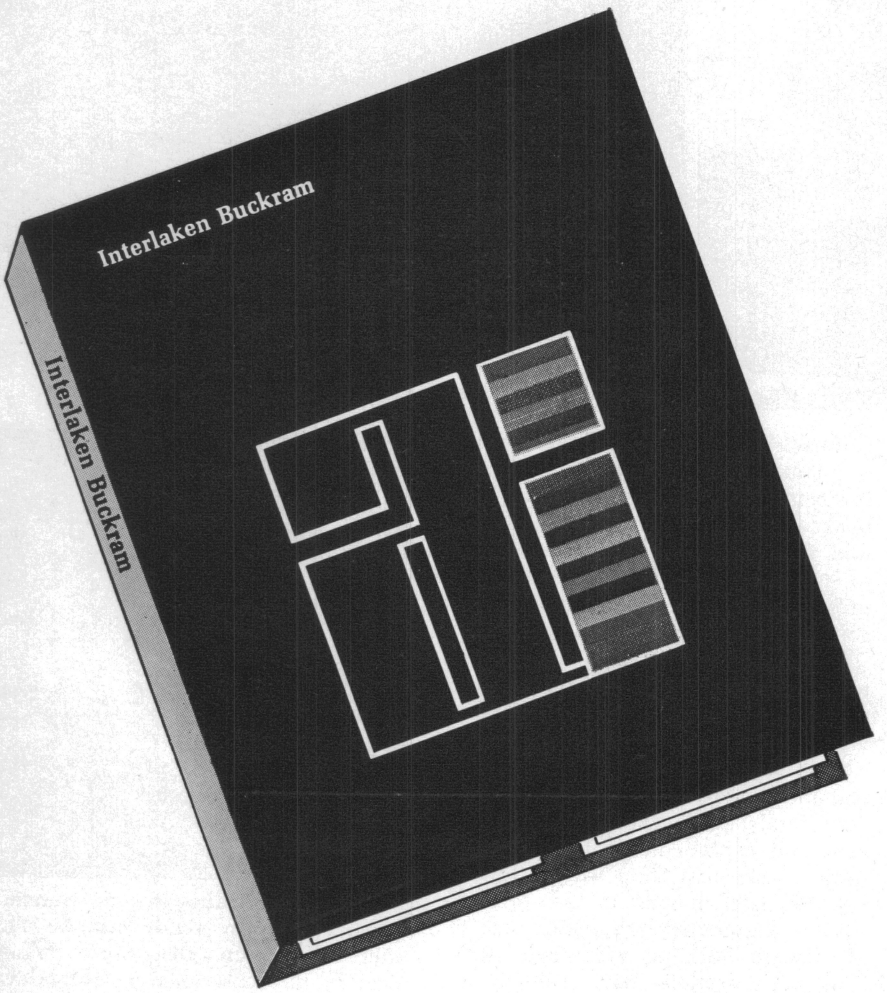

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stock of 87,000 books covers as wide a range as a good library—in fact a good portion of his business is selling to schools and libraries. Many an out-of-print book has been supplied from his shelves, and most of his business comes from off the Cape.

Probably the most unusual feature of Parnassus is the outdoor rack containing about 8000 books. Winter and Summer, Spring and Fall, it's there under a protective overhang for folks to help themselves. If no one is around, leave the money under the door. Ben's philosophy is that people who like books don't steal, and he's probably right, because he claims never to have lost a cent in this manner. In fact, some folks who don't have the right amount often overpay and come back for the change later.

The staff of Parnassus consists of two charming ladies: Isabel Grassie who, in addition to her job at the shop, is a director for a theatrical group in Barnstable; and Lillian Dykstra, a person who likes books and travels the highways and byways of Cape Cod delivering books. Ben calls her his *Parnassus on Wheels.* On Saturday, his staff is augmented by a couple of Ben's youngsters who have acquired their father's love of quality in books.

Ben Muse describes his business as an "attitude," one probably which has some relationship to the philosophy of Christopher Morley which, to your reporter, is no coincidence. However, in talking to him one is also reminded of the words of Roger Mifflin: "My business, you see, is different from most. I only buy books that I consider have some honest reason for existence . . . Insofar as human judgment can discern, I try to keep trash off my shelves. A doctor doesn't traffic in quack remedies. I don't traffic in bogus books."

M.B.S.

Continued from page 25

uses the prebound book in its multi-media kit program. A typical multi-media kit for a specific unit will contain twenty to thirty prebound books, paperbacks and other soft bound materials, two to five color filmstrips, tape recordings, transparencies, charts, artifacts, and other materials related to the subject.

The Instructional Materials Center operates on a business-like basis because, in a sense, we are selling our materials to teachers. The center has its own printing department with offset printing equipment and cameras enabling it to quickly reproduce booklets, flyers, and other printed materials for teachers.

A number of other factors have helped establish this large and successful multi-media kit program. The first is a competent, trained staff. Employees at the Instructional Materials Center, in addition to the director, include a media specialist with a master's degree in audio visual, a librarian with a master's degree in library science, a science teacher, a chief film clerk, a chief kit clerk, five general clerks, and two custodians who help move heavy materials. The printing department consists of a professional printer, a chief clerk, and an assistant.

In addition to staff, facilities are also very important. Facilities for the Instructional Materials Center consist of over 20,000 square feet of space, housing in addition to the materials collection, a preview room, committee room, printing department, production department, recording studio, and office areas for its various departments. The Instructional Materials Center funds budgeted for the materials program are substantial and go further because materials are concentrated and not endlessly duplicated for the whole school system.

In conclusion I would like to state that we feel in the long run it pays on a dollar for dollar basis to use prebound books in our school system.

NEW CHAPEL HILL LIBRARY SEATS 2000 STUDENTS

The fall semester of 1968, marks the opening of the Robert B. House Undergraduate Library at the University of North Carolina at Chapel Hill. This library, which consists of three floors, was built at a cost of 2 million dollars. The collection was moved from the main Wilson Library and presently numbers 55,000 volumes of regularly circulating books and 10,000 volumes of reserve reading books. The book capacity of the new House Library is 155,000 volumes, and there is seating space for approximately 2,000 students. The Library is completely open stack, except for the reserve reading area, with a door check at the exit.

The undergraduate collection itself has grown to its present level over the past decade from the General College Library, a group of books meant to enrich the Modern Civilization program at the University. It became evident in the early 1960's that the need for an expanded collection and study space would necessitate the building of a new library, which was completed this year.

The staff of the Undergraduate Library consists of four professional librarians—the director, a reference librarian, a circulation librarian, and a reserve reading librarian. In addition, there are 10 non-professional librarians and approximately 25 student assistants.

The Undergraduate Librarian is Dr. James H. Thompson. Dr. Thompson received his B.A. degree in history from Southwestern University in Memphis, Tennessee in 1955. In 1957, he received his M.A. in history from the University of North Carolina, and in 1961, his Ph.D. in history. From Chapel Hill he then went to the University of Illinois for his library degree which he received in 1962. He has served on the library staffs of the University of Illinois and Duke University, and on the history faculties of the University of Southwestern Louisiana and the University of Colorado, before returning to Chapel Hill to become Undergraduate Librarian in the summer of 1968.

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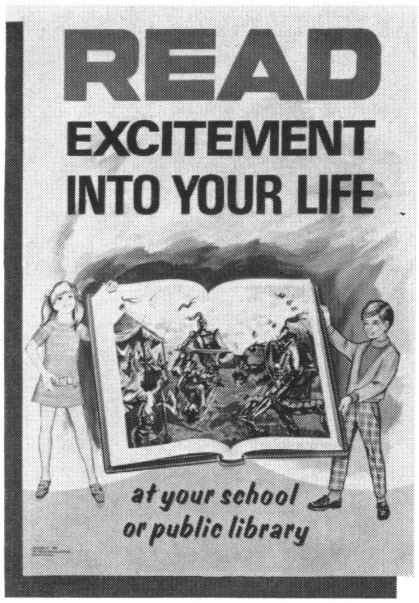

The LBI poster is a tradition —and a philosophy

We believe that a library's business is to circulate books—as many and as often as possible. We believe that people, old and young, should look to their libraries for information and rewarding entertainment. We believe that books provide basic needs for people of all ages.

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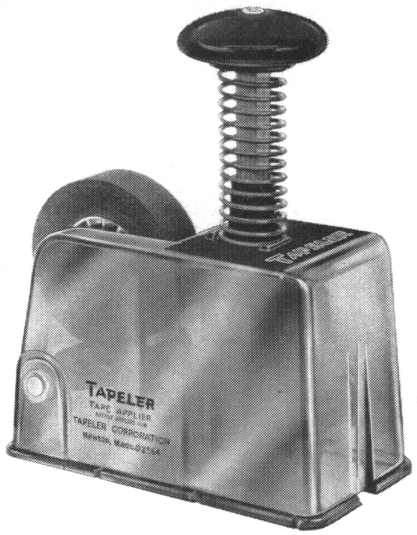

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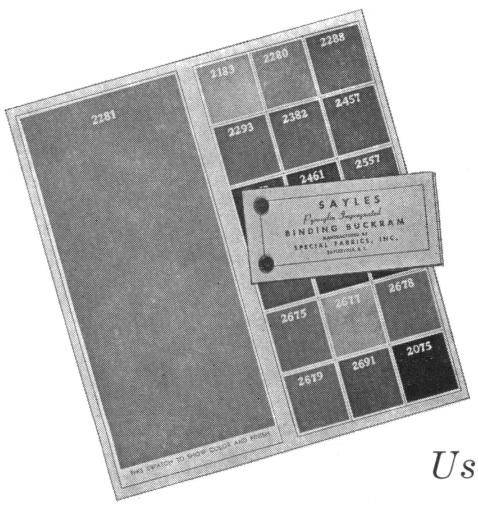

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GENERAL STORE SERVES AS MINE AREA LIBRARY

By ROBERT M. STARRY, *Californian News Service*

Reprinted from the Bakersfield Californian, Oct. 2, 1968

A new shipment of library books has just been received at the Randsburg General Store and a like number are boxed for return to the main library in Bakersfield. Meredith Post, who takes care of the shipments, the loan procedure and record-keeping, said that once a month a new selection of reading material arrives, "and a great number of them are checked out as I unpack the boxes."

"The main library sends out a wide selection," Miss Post said, adding that nonfiction, all types of fiction and children's books are included along with westerns, mystery and science fiction which are always popular with the patrons. Special requests have covered highly technical subjects, as well as rare and unusual publications.

The Randsburg library, located at the back of the General Store, has no master file—and no reading room—but no one seems to mind. Patrons pay little attention to shoppers gathering canned goods from nearby shelves, and frequently their browsing results in an armful of books being taken to the old-fashioned fountain, and a soda is sipped while reaching a decision as to which books to take home to read.

The library has been in this same store since 1912, and was one of the first branch libraries set up when Kern County Free Library first got under way. The Feb. 12, 1912 issue of the "Randsburg Miner" told its weekly readers that books were available but space and a custodian was needed. Fund-raising box socials and programs were planned as a means of providing the needed finances.

Daniel Gunderson offered space in his store and there it has remained, though ownership has changed twice. The first shipment of books from Bakersfield included such titles as "Molly Make-Believe," "Following of a Star," "The Rosary," "Master of the Wheatland," "Boss of Wind River," and the "Winning of Barbara Worth." Geology, mining and travel books led in popularity.

The person caring for that early library was an employee of the store just as Miss Post is today, but the relationship between the branch and the main library was considerably different at that time.

Old timers tell of the times Gunderson banished the books to a storeroom when he wanted the space and couldn't be bothered with what happened to an overdue book. They laughingly recall the time Gunderson sputtered at the many requests coming from Bakersfield asking that he return the books he had, so a fresh shipment could be made. Finally, he replied that the books were stored as he need the space for Christmas toys, and when he got time after the first of the year he would comply with their request.

"If we did a thing like that today we would hear more complaints from the readers than from Bakersfield," Miss Post remarked. She added that though many persons borrow a number of books each month, the nonreaders bring the average down to about one book a month per resident.

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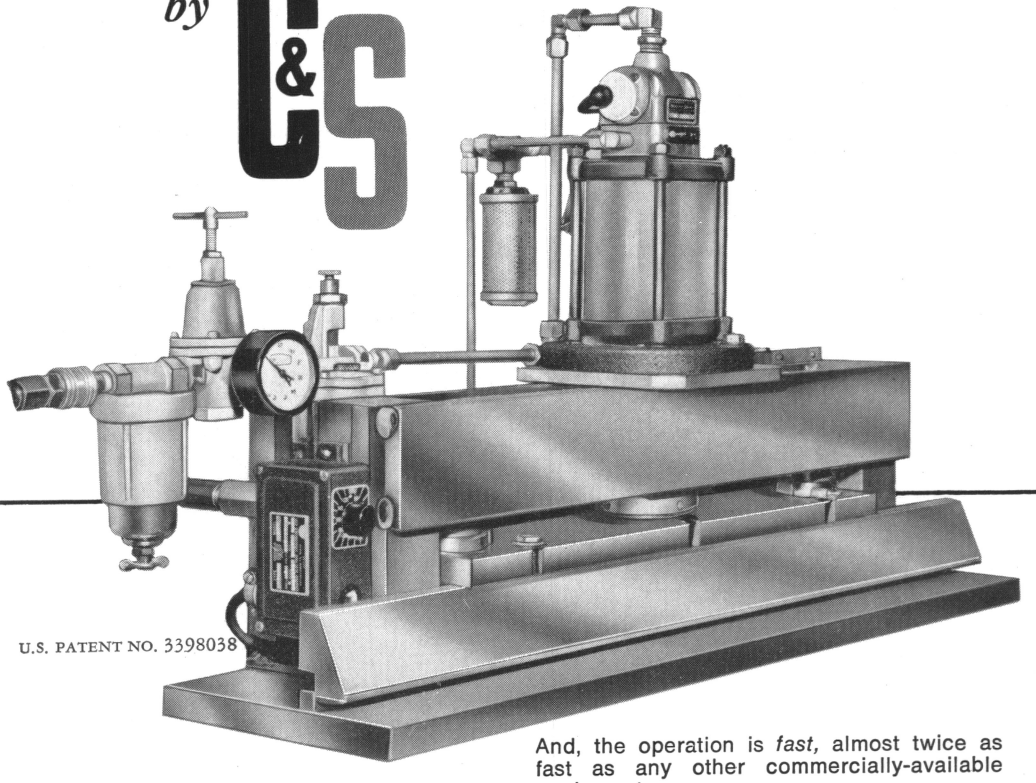

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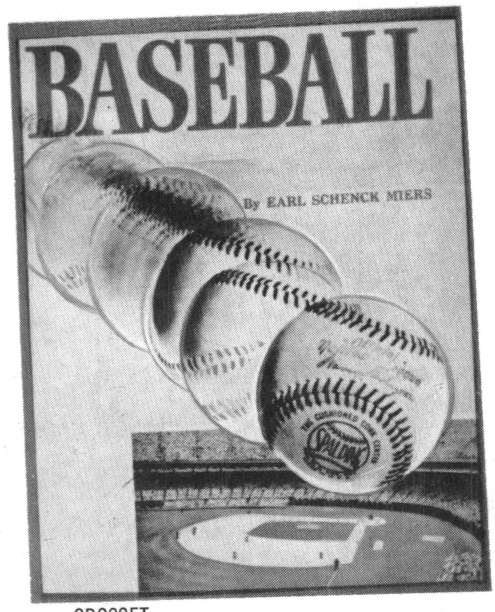

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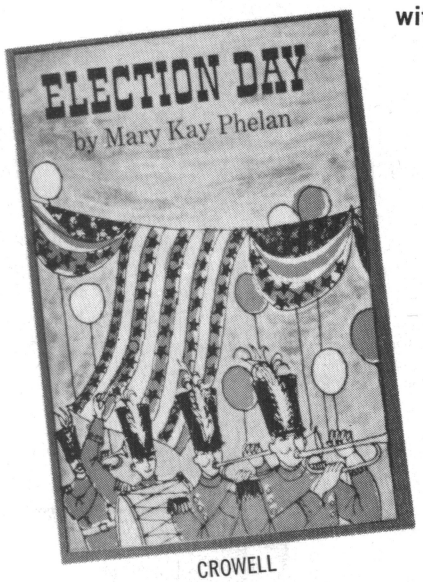

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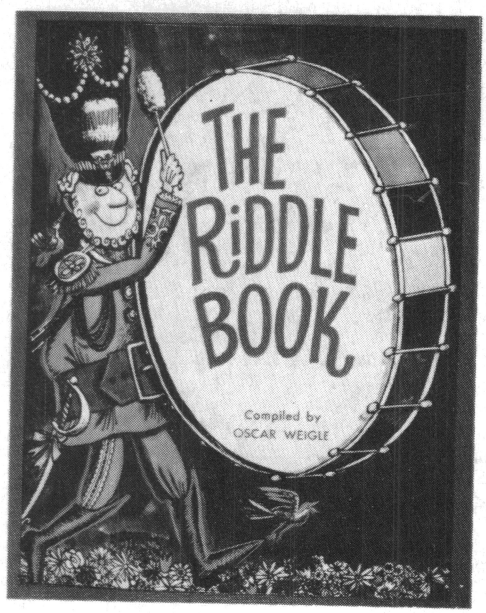

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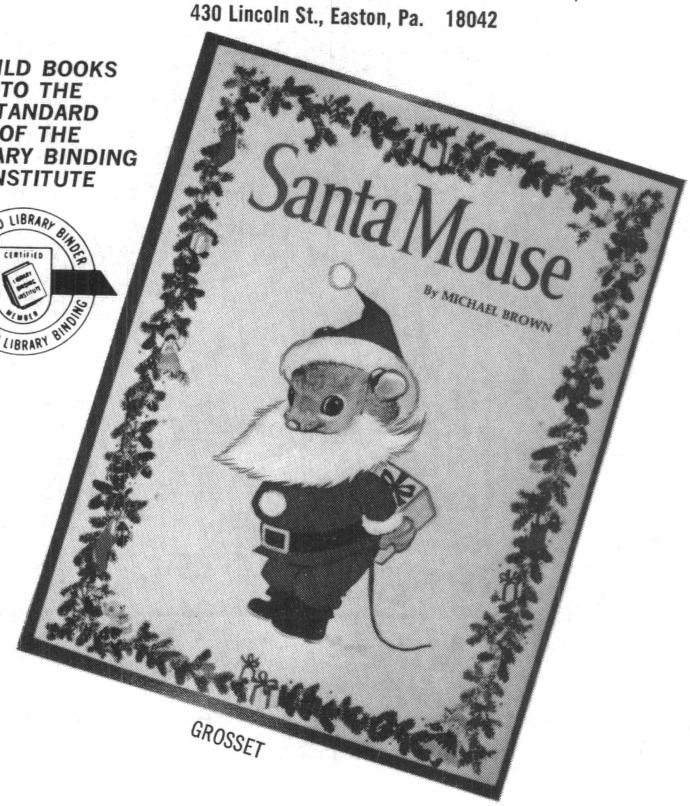

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